

MATHEMATICS

2023

Primary 1

Second Term

Content

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2023 CALENDAR

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Chapter







Pacing Guide

Lessons: (61-65) A Counting by ones and tens up to 100

Lessons: (61-65) B Comparing the lengths

Lessons: (61-65) C Measuring the lengths using non-standard units

Lessons: (61-65) D Comparing positions of objects

Learning outcomes:

- Count by ones and tens up to 100.
- Compare the lengths of two objects.
- Arrange three objects in order from the shortest to the longest.
- Measure objects by non-standard units.
- Compare the lengths of several objects.
- Describe the position of objects using the terms: up, down, in, out, left, right, behind, in front of, above and below.

Lessons: (66&67) Ordinal numbers

Learning outcomes:

- Describe the position of objects using ordinal numbers from the 1st to the 10th.

Lesson: (68) One more and one less

Learning outcomes:

- Find one more and one less than a number between 2 and 99.

Lessons: (69&70) Money

Learning outcomes:

- Identify similarities and differences between L.E. 1 and L.E 10 notes.



Who is the first racer? And who is the shortest one?

That is what we will learn on this chapter.



(A) Counting by ones and tens up to 100

Activity 1 **Look at the picture above and circle the correct number:**



9	12	10





3	4	7

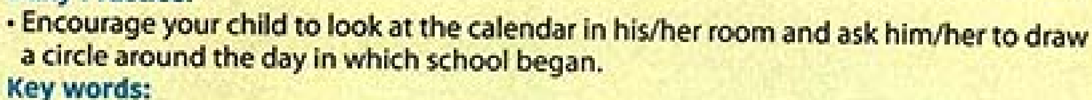


10	20	15





Daily Practice:



- Encourage your child to look at the calendar in his/her room and ask him/her to draw a circle around the day in which school began.

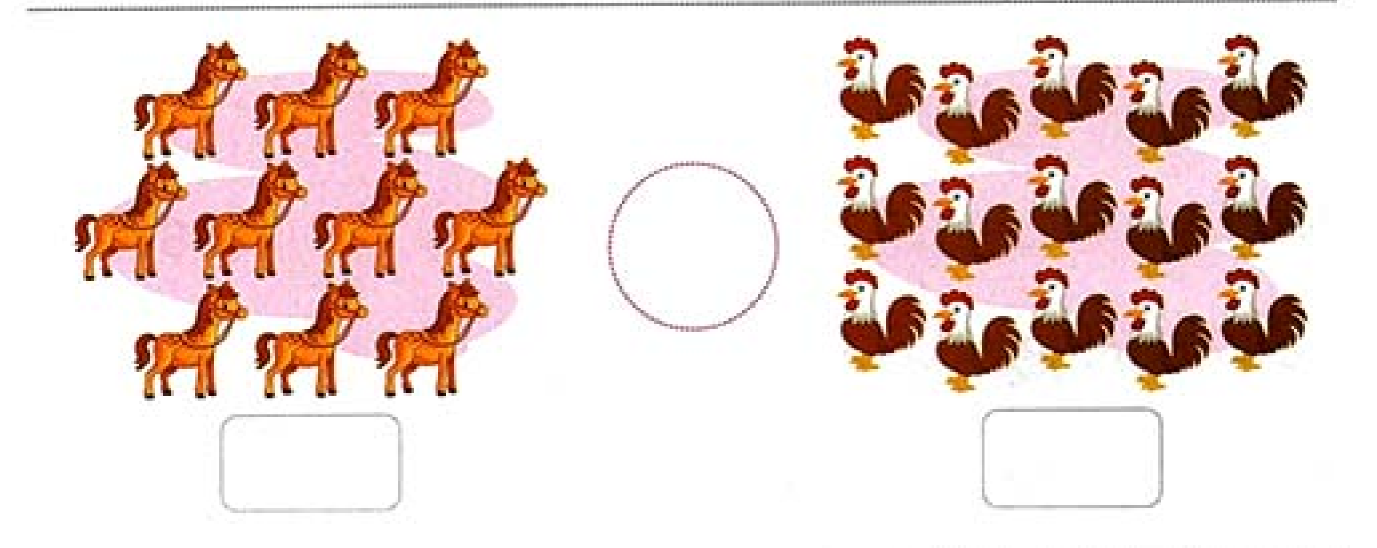
Key words:
Count - Ones - Tens.

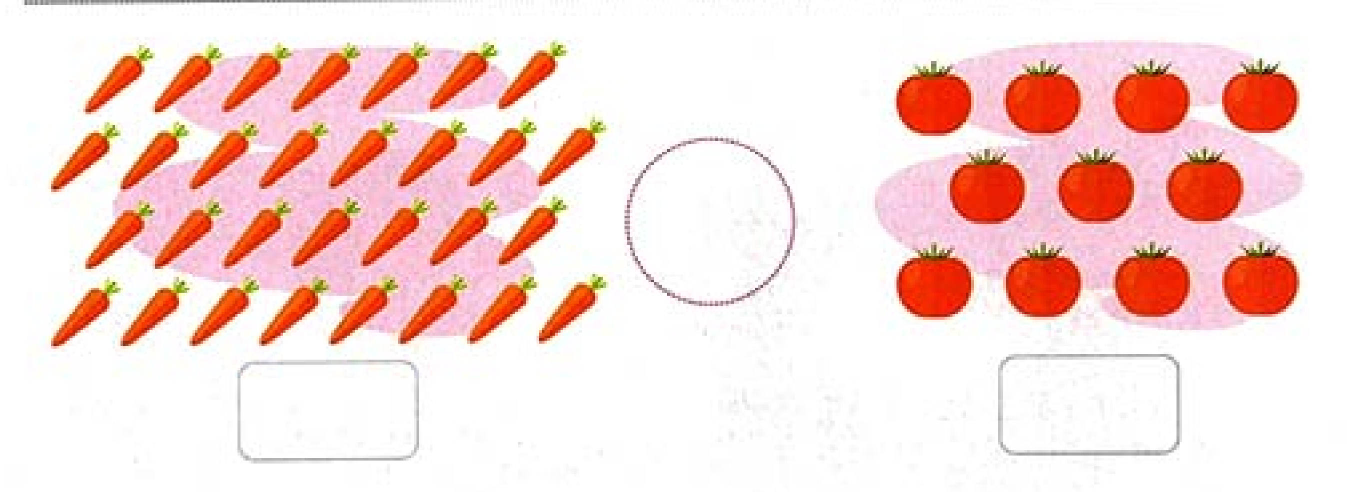


Activity 2 Count and compare using (< , > or =):

Example









Parents' Tips:

- Help your child count the number of objects in each picture in ones and tens, then ask him/her to compare them.





Activity 3 Count and write the missing numbers:

0	1	2	3	4	5	6	7	8	9
10		12	13		15		17	18	
20		22		24		26		28	
30							37		
40									
50				54					
60								68	
70		72							
80		82							
90						96			99



Parents' Tips:
- Give your child a group of beads, rice or beans and ask him/her to count them in ones and tens.
- Ensure that your child can count numbers in ones and tens up to 100 and help him/her find the hidden numbers.

Activity 4 Count and match:













I learned

Counting numbers by ones and tens up to 100.













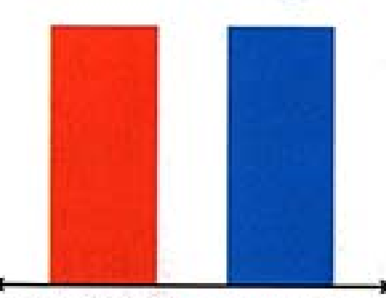
(B) Comparing the lengths



The **length** of an object means how long it is.

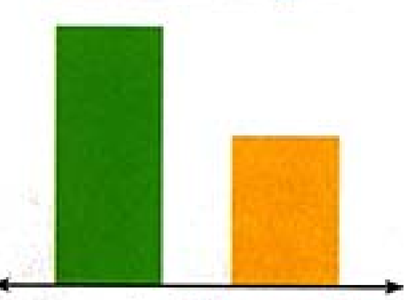
Lengths of two objects can be:

the same length



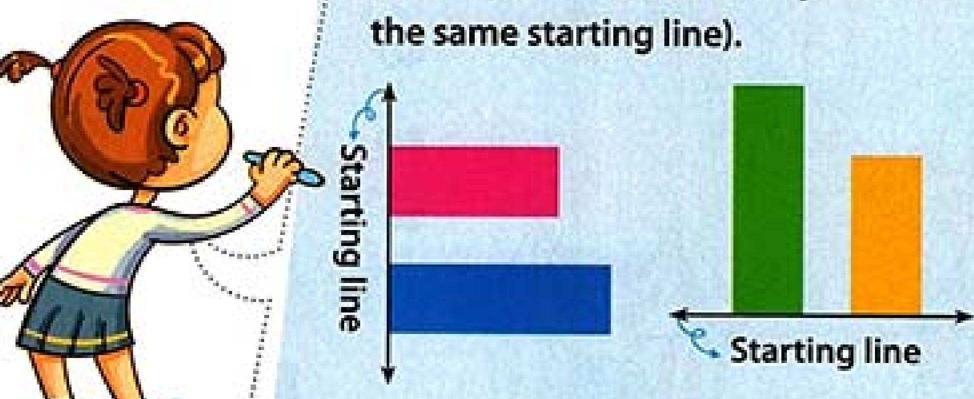
- The red bar has **the same** length as the blue bar.

different lengths



- The green bar **is longer than** the yellow bar.
- The yellow bar **is shorter than** the green bar.

- To compare the length of objects is to line them up (It means each object has to start at the same starting line).





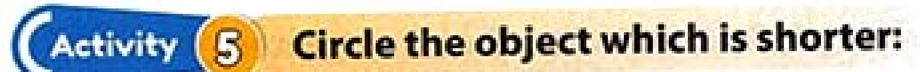
Daily Practice:

- Invite your child to count the days spent in school and ask him/her to draw a circle around the day he/she passed in school in the calendar.

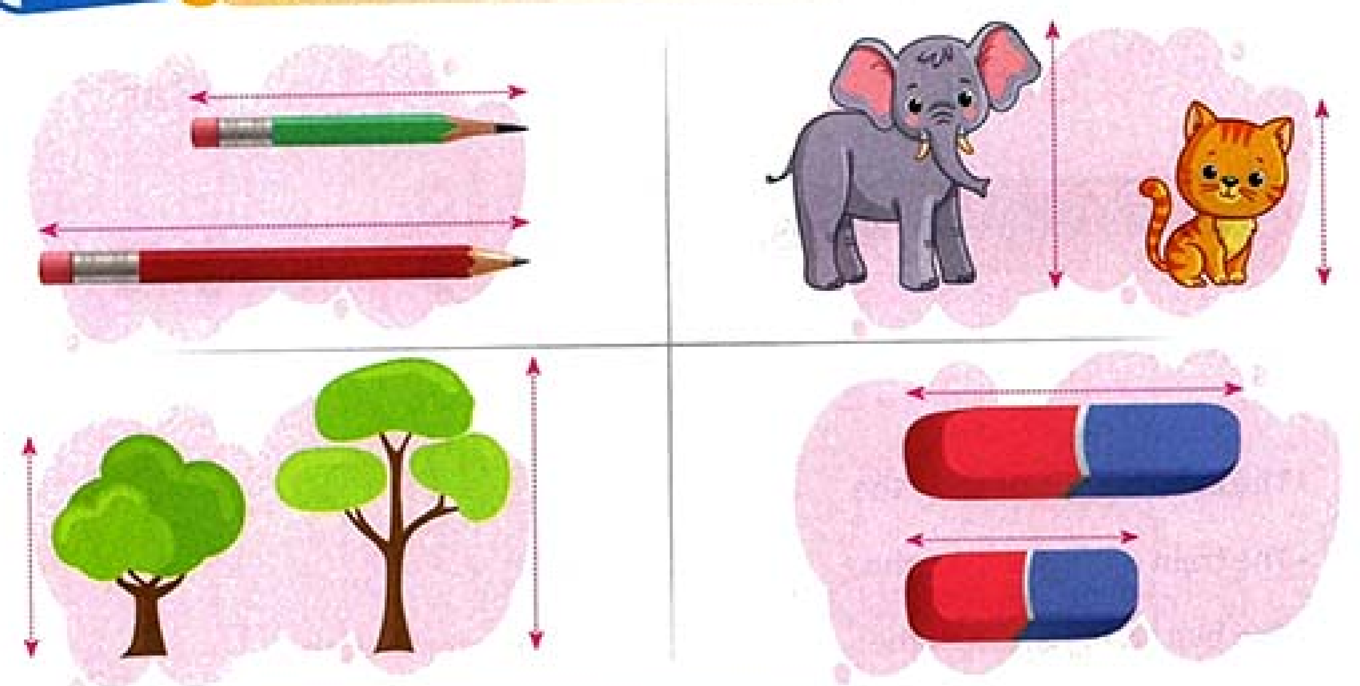
Key words:

Shorter - Longer.





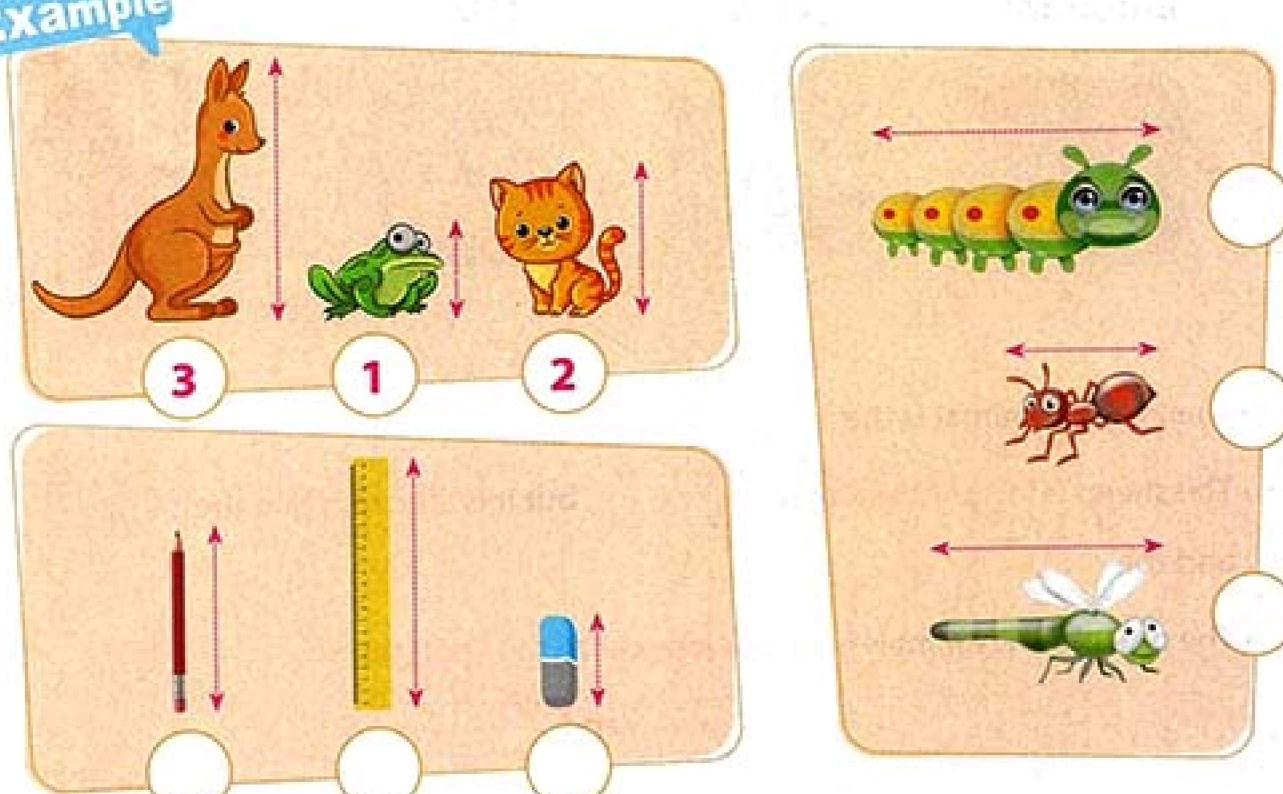
Activity 5 **Circle the object which is shorter:**





Activity 6 **Order the objects from the shortest to the longest by writing 1, 2, 3:**

Example





Parents' Tips:
- Invite your child to compare some different lengths of objects around him/her.
- Help your child to order lengths of some different objects in his/her room from the shortest to the longest.



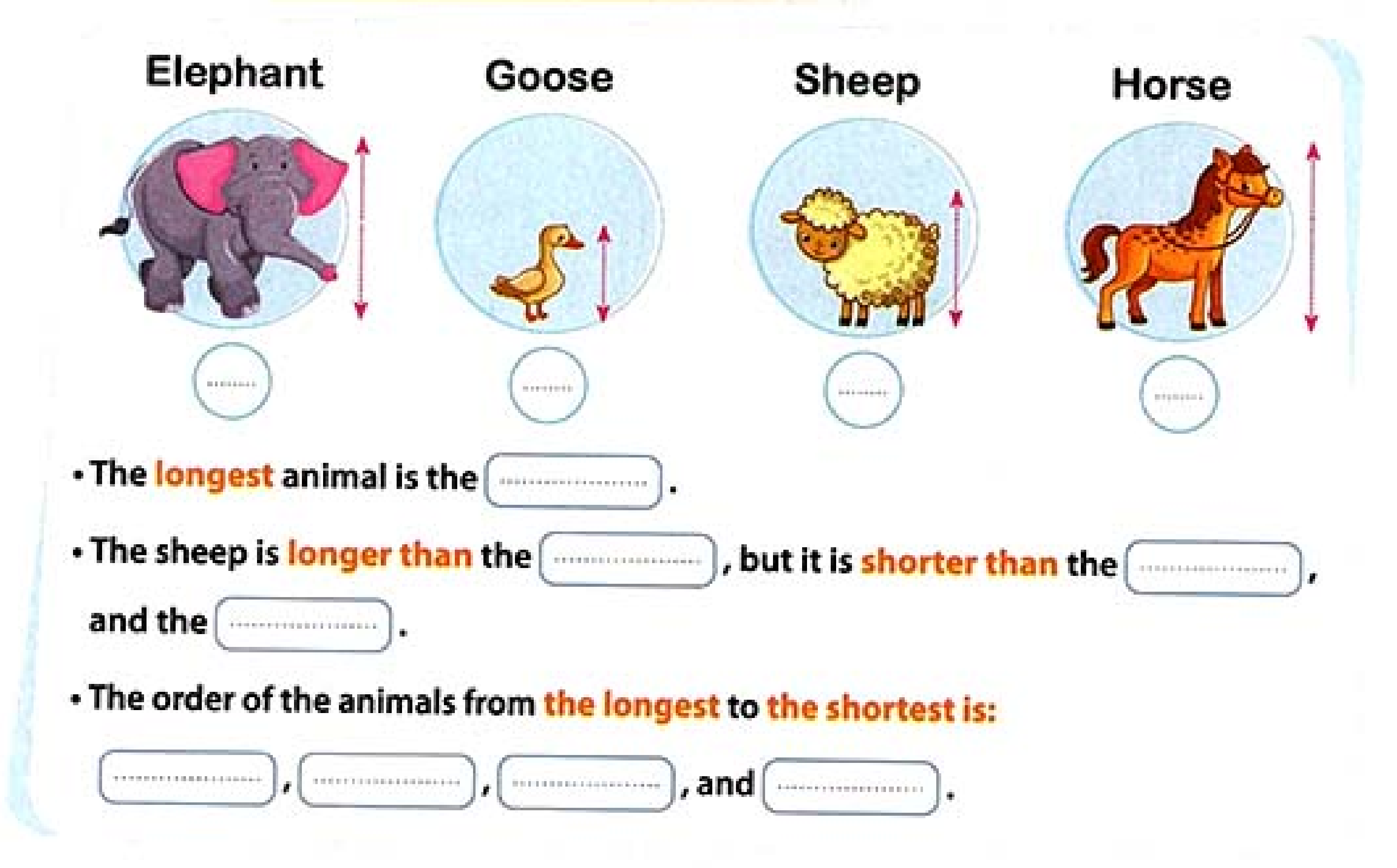
Activity 7 Order by writing 1, 2, 3 in circles, then complete:

Train Bus Car

(......) (......) (......)

- The car is **shorter than** the [..................] and [..................].
- The train is **longer than** the [..................] and the [..................].
- The bus is **longer than** the [..................], but it is **shorter than** the [..................].

Activity 8 Look at the pictures, compare, then complete:



(......) (......) (......) (......)

- The **longest** animal is the [..................].
- The sheep is **longer than** the [..................], but it is **shorter than** the [..................], and the [..................].
- The order of the animals from **the longest** to **the shortest is:**

[..................], [..................], [..................], and [..................].



Parents' Tips:

- Give your child a set of 3 objects of different lengths, like the toy animals and ask him/her to compare their lengths, then ask him/her to order their lengths.

Key words:

Longest - Shortest - Taller - Tallest.

Activity 9 Look at the picture, then complete:



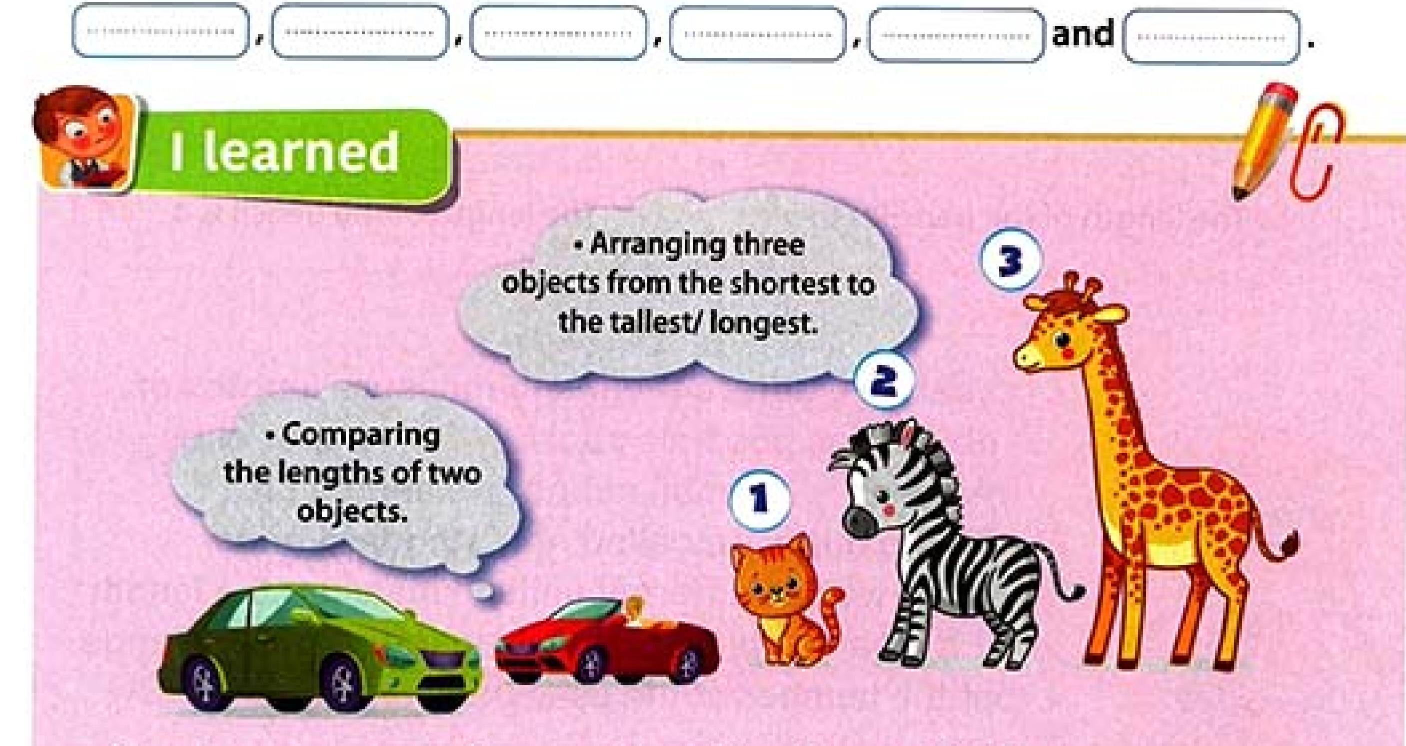
Note that

Taller or Tallest is used to compare the length of two or more persons.

- **Noha** is shorter than ....
- **Zeyad** is taller than .... and ....
- **Habiba** is taller than ....
- The order of the children from the shortest to the tallest is:

.........., ..., ..., ..., ... and ....

I learned



- How to compare and arrange lengths of several objects.
- The word "taller" is used to compare two lengths of two persons.
- The word "longer" is used to compare lengths of two objects.



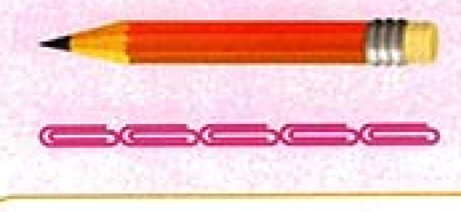




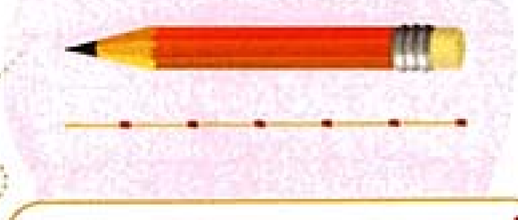
(C) Measuring the lengths using non-standard units



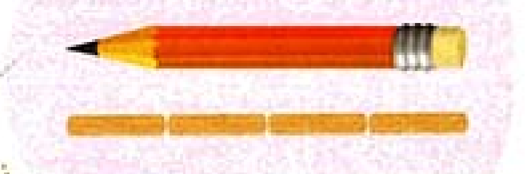
We can use different units to measure lengths of objects.



The length of the pencil is 5



The length of the pencil is 6

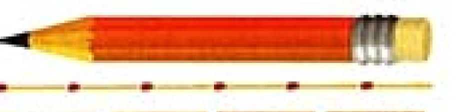


The length of the pencil is 4



I can use different units to measure lengths of objects as popsicle sticks, paper clips, matches, small cubes, and so on.

- **These units are called non-standard units.**
- **When we use different units to measure the length of the same object in fact its length doesn't change but the number of the used units changes.**



The length of the pen is
= 6 = 4



Daily Practice:

- Invite your child to count the days spent in school and ask him/her to draw a circle around the day he/she passed in school in the calendar.

Key words:

Non-standard unit - Different - Fixed.





Activity 10 **Measure the length of each object by using the shown unit:**

The length is ....

The length is ....

The length is ....

The length is ....

The length is ....

The length is ....

The length is ....

The length is ....



Parents' Tips:
- Encourage your child to use some non-standard measurement tools to measure some objects as a spoon, pencil, book, and so on.



Activity 11 Color and write the length:

Example

The length is 6

The length is

The length is

The length is

The length is

The length is

The length is

Parents' Tips:

- Encourage your child to color the number of  which represents the length.
- Give your child a set of 3 objects of different lengths and ask him/her to compare their lengths.





Activity 12 **Measure the length of each object by using the given units, then choose the correct answer:**

OBJECTS	(paper clip)	(block)	Does the length of the object change?
pencil	5	8	Yes / No (circled)
marker			Yes / No
magnifying glass			Yes / No
watch			Yes / No
paintbrush			Yes / No



- Using different units for measuring the lengths of objects.
- Understanding that the length of an object doesn't change when measured by units of different lengths but what's changed is the number of units as follows.

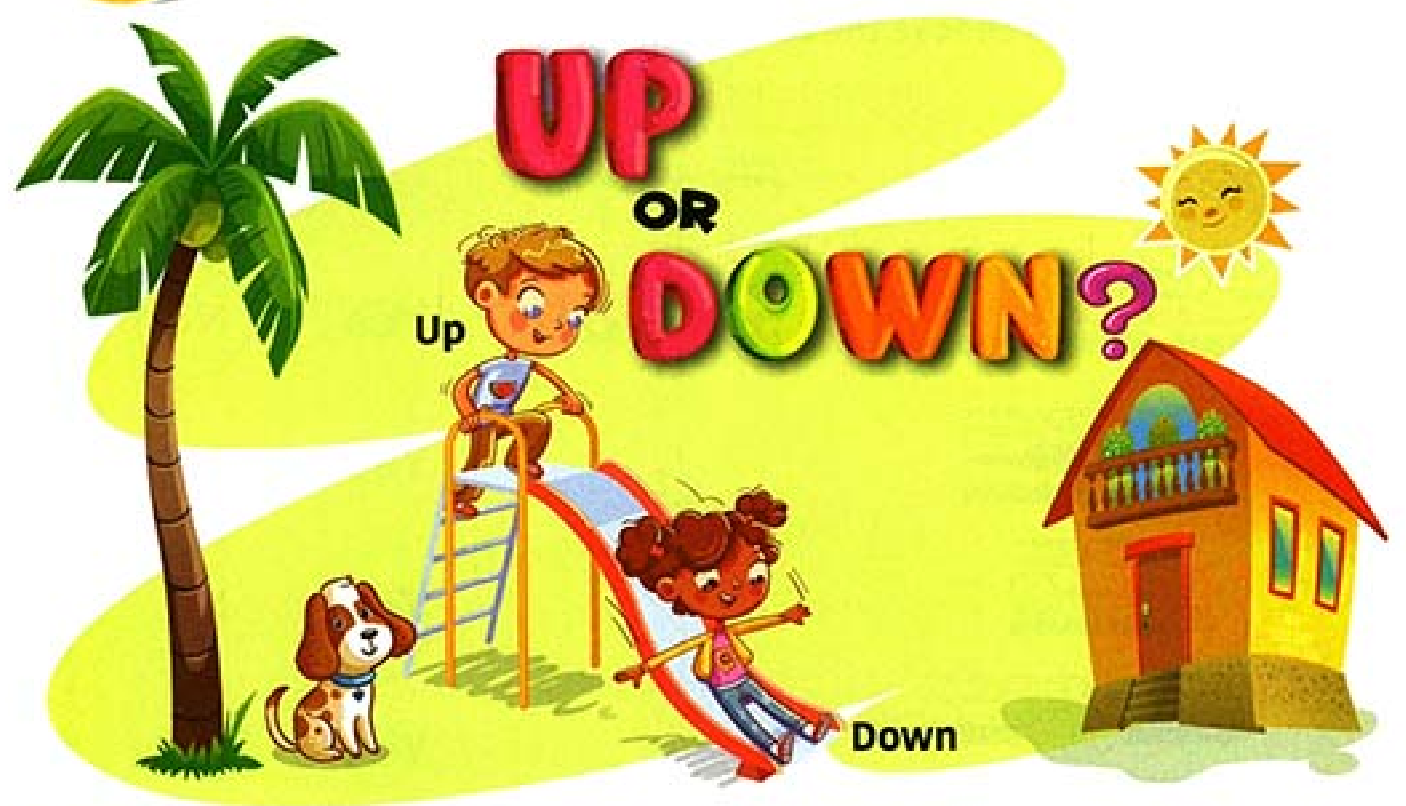
The length of the pencil = 6 (paper clips)
= 4 (blocks)



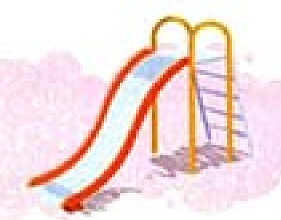




(D) Comparing positions of objects



Activity 13 Look at the picture above and color the correct word:

 is  /  the 

 is  /  the 

 is  /  the 

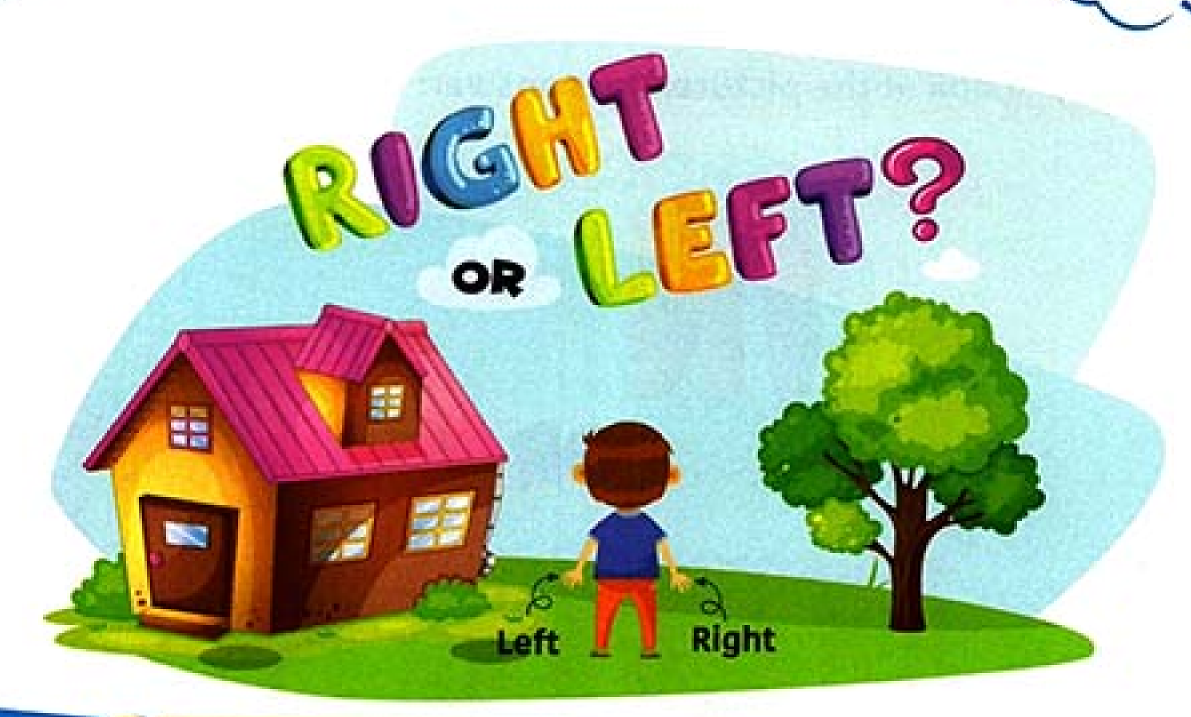


Daily Practice:
- Invite your child to look at the calendar, then count the days spent in school and ask him/her to draw a circle around the day he/she passed.

Key words:
Up - Down - Position







Activity 14 **Color the correct word:**

Example



The house is to the
right / left of the boy.



The house is to the
right / left of the boy.



The tree is to the
right / left of the boy.



The tree is to the
right / left of the boy.



Parents' Tips:
- Help your child learn the positional words "right" and "left" of his/her two hands.

Key words:
Right - Left

Activity 15 Look at the picture, then answer:

IN OR OUT?

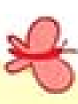
MONKEYS

In

Out

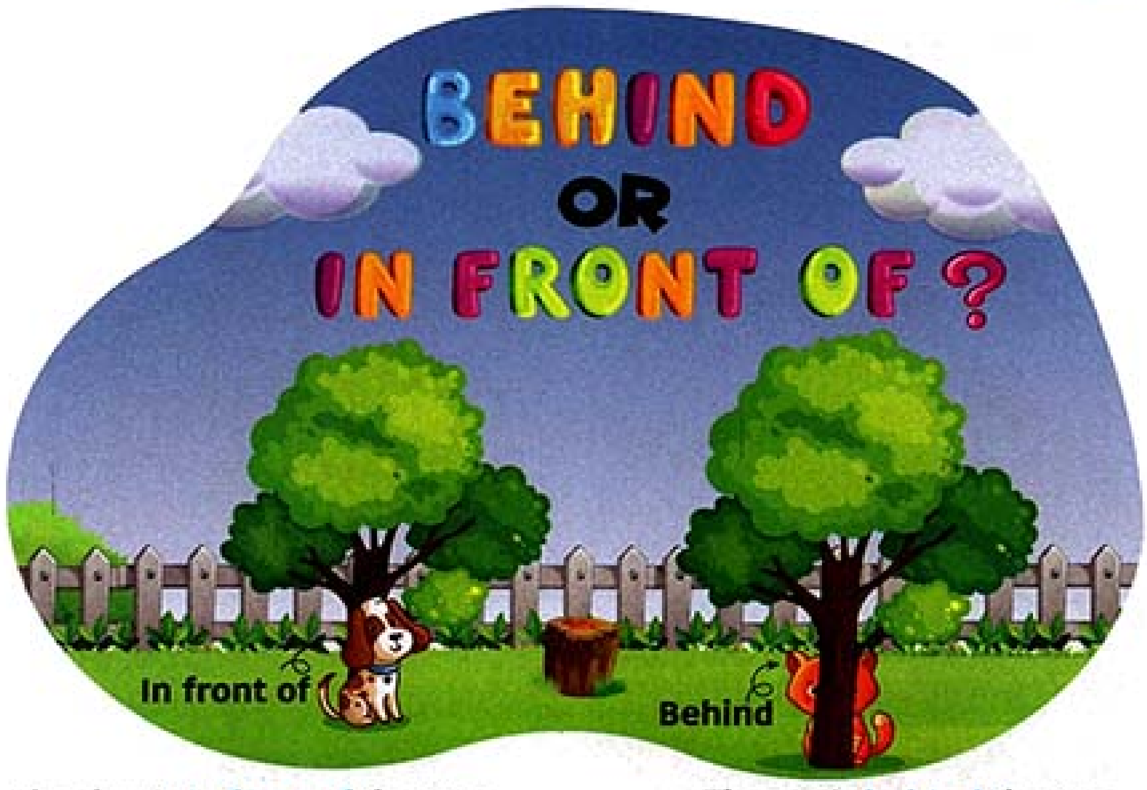
How many monkeys  are **in** the cage? ....

How many monkeys  are **out** of the cage? ....

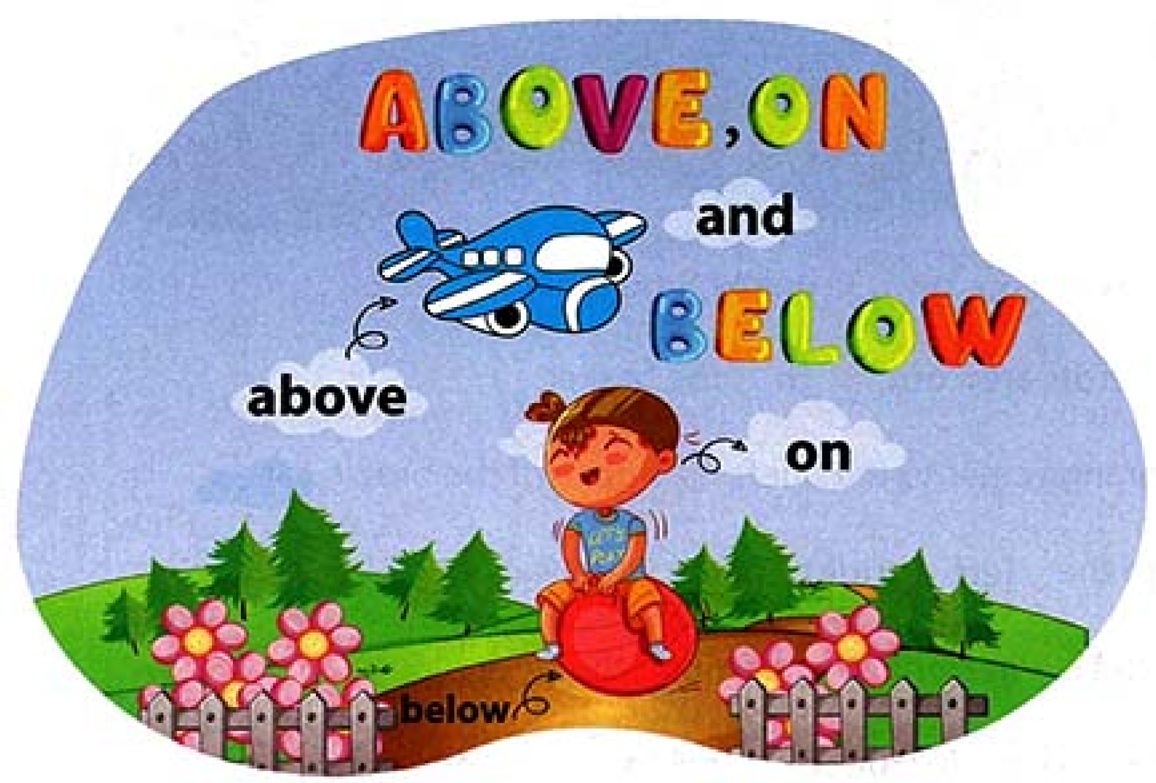


Parents' Tips:
- Invite your child to learn the positional words "in" and "out" through objects around him/her.

Key words:
In - Out



- The dog is in front of the tree.
- The cat is behind the tree.



- The plane is above the girl.
- The girl is on the ball.
- The ball is below the girl.



Parents' Tips:

- Help your child learn the words of position "in front of", "behind", "above", "on" and "below" using some objects in his/her home.

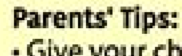
Key words:
Above - On - Below - In front of - Behind



Activity 16 Color the correct position:

- The basket is on below the table.
- The carrots are out in the basket.
- The orange cat is to the left right of the brown cat and to the left right of the white cat.
- The dog is in front of behind the tree.
- The donkey is in front of behind the tree.
- The frog is above below the table.





- Give your child some objects then ask him/her to tell you the position of each object.



Activity 17 **Observe the position of the rabbit, then write the suitable number to each word in the circle:**

2

1 3

4 5 6

7 8

◯ right	◯ in	◯ left	◯ in front of
◯ behind	◯ on	◯ below	◯ above



Parents' Tips:
- Ensure that your child can describe the positions of the objects.



Activity 18

Observe the position of the lion relative to the tree, then match the correct word:







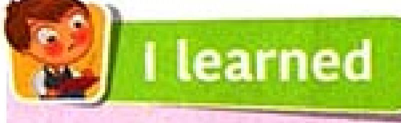


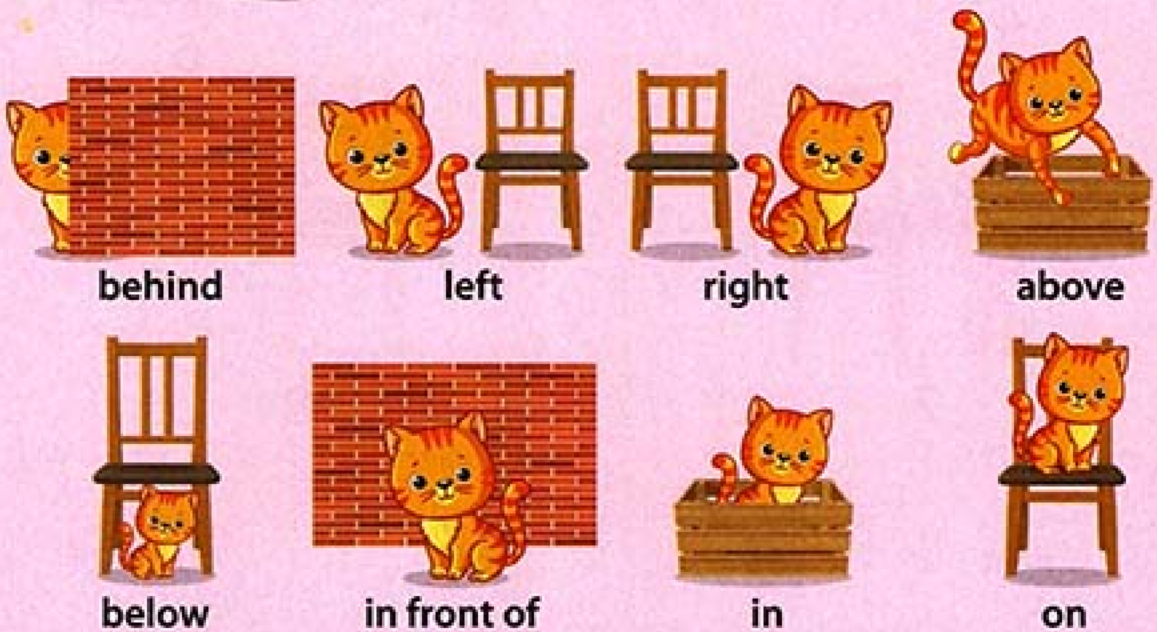


Behind









- Describing the positions of objects using the terms "up","down", "in", "out", "on", "left", "right", "behind" and "in front of".





Ordinal numbers

The ordinal number tells the position of an object relative to another object or a group of objects.

Fifth

Ninth

Third

Seventh

First

Tenth

Sixth

Second

Eighth

Fourth

The blue car  is the **sixth** racer.

The red car  is the **first** racer.



Daily Practice:

- Ask your child to look at the calendar and observe the order of days of the week and draw a circle around the day he/she passed

Key words:

Ordinal number - First - Second - Third - Fourth - Fifth - Sixth - Seventh - Eighth - Ninth - Tenth



Activity 1 **Observe the picture, then circle the correct order of each child:**



Example

	2nd Second	4th Fourth	3rd Third
	1st First	5th Fifth	4th Fourth
	1st First	4th Fourth	3rd Third
	3rd Third	1st First	2nd Second
	1st First	4th Fourth	5th Fifth

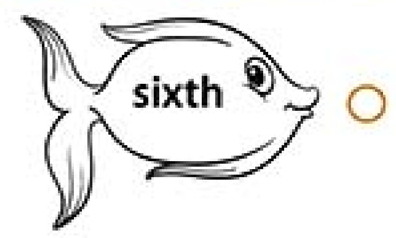


Parents' Tips:
- Discuss with your child the use of ordinal numbers in everyday life.

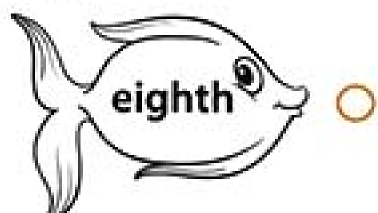




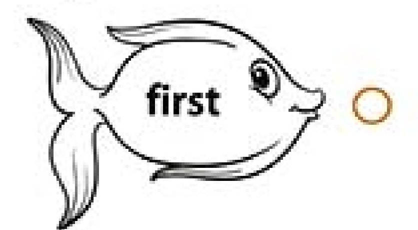
Activity 2 Match:



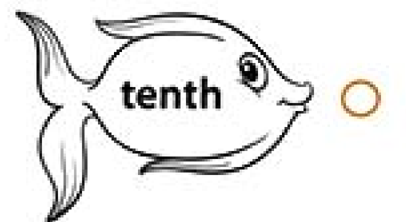




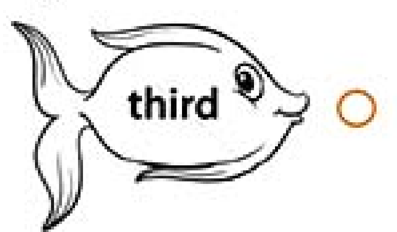




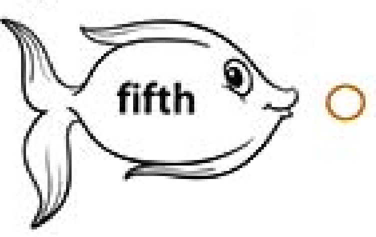




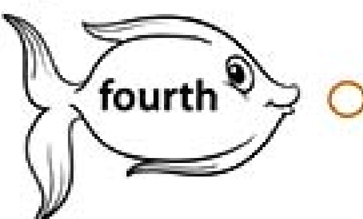








1st



6th

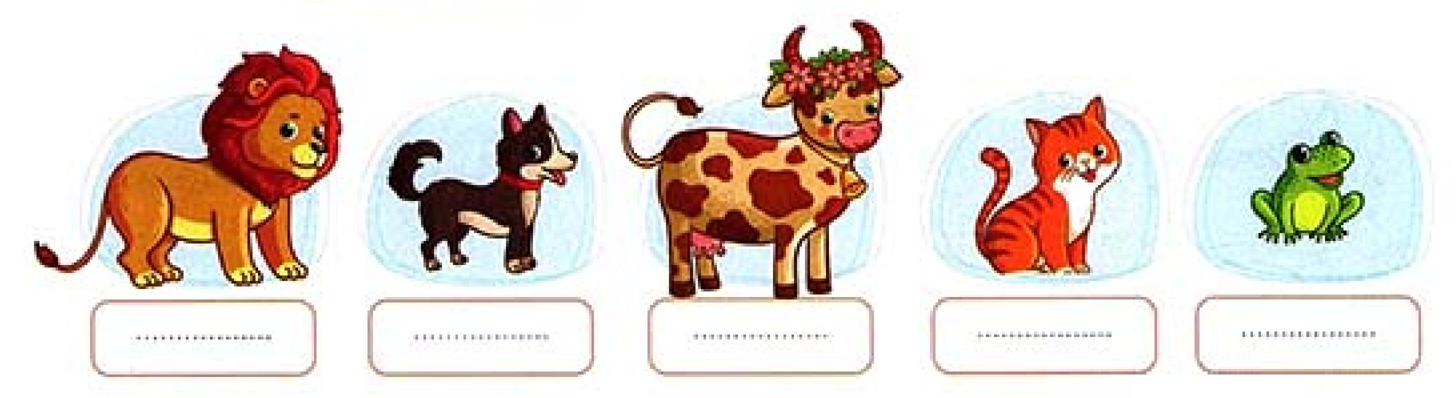
Parents' Tips:

- Let your child match the ordinal number with its word form.



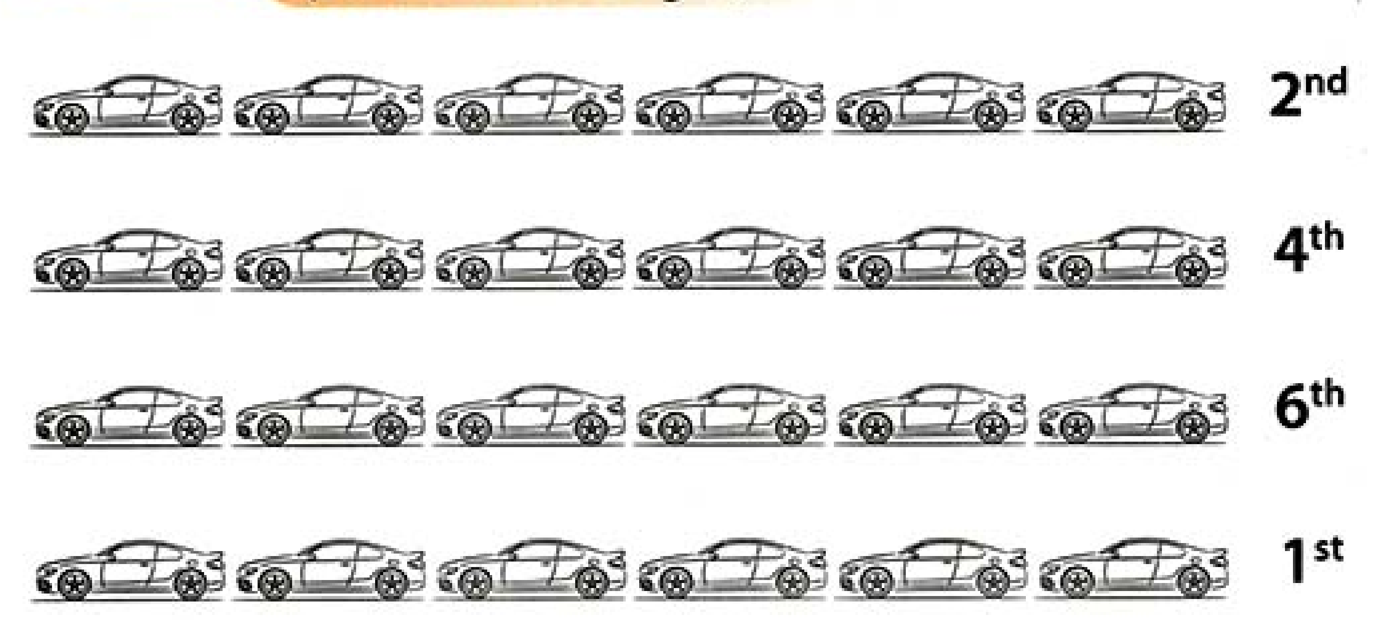


Activity 3 **Write 1st, 2nd, 3rd, 4th and 5th under the correct picture, then complete (Start from right to left.):**



- The lion is in the .... place.
- The cow is in the .... place.
- The dog is in the .... place.
- The frog is in the .... place.
- The cat is in the .... place.

Activity 4 **Color the cars according to the given ordinal number (Start from left to right.):**






Parents' Tips:
- Let your child color the objects according to their positions using the ordinal numbers.



Activity 5 **Look at the pictures, then match according to the ordinal number (Start from down.):**

Example

fifth	
4^{th}	
first	
6^{th}	
2^{nd}	
seventh	
third	



Parents' Tips:

- Let your child discover the order of each object.

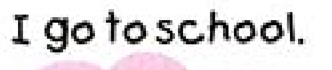


Activity 6 Order the events of the daily routine using ordinal numbers (1^{st}, 2^{nd}, 3^{rd}, 4^{th}, 5^{th} and 6^{th}):



I wake up.





I go to school.



I study my lessons.



I clean my teeth.

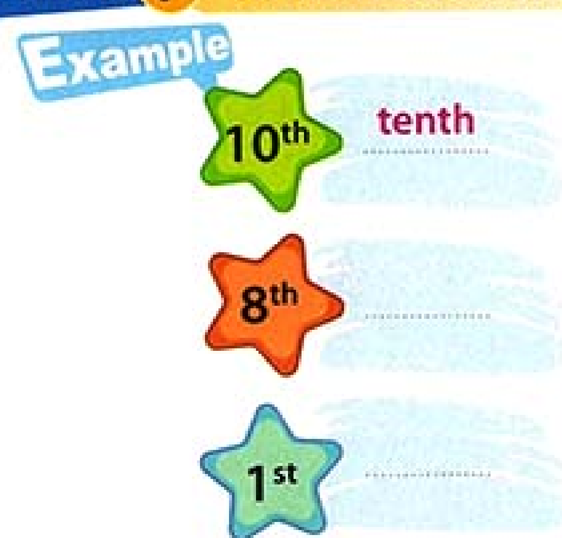


I go to bed.



I have breakfast.

Activity 7 Write the ordinal number in its word form:



10th tenth ....



6th ....

8th ....

5th ....

1st ....



2nd ....

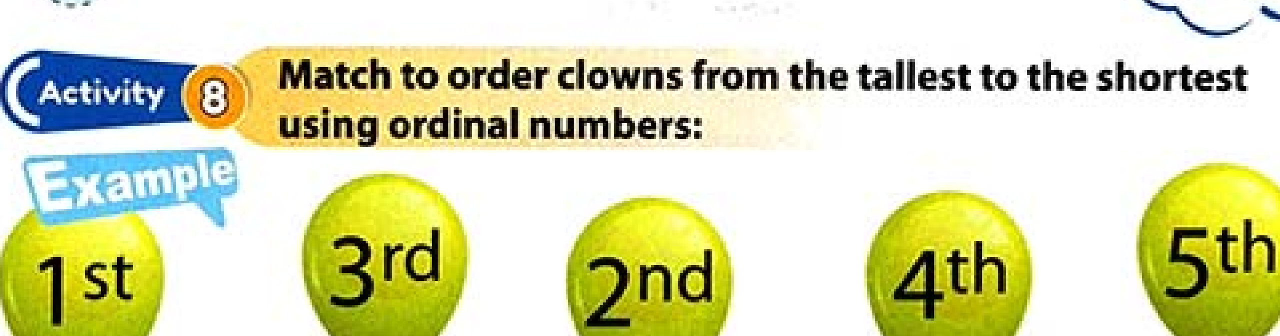




Parents' Tips:

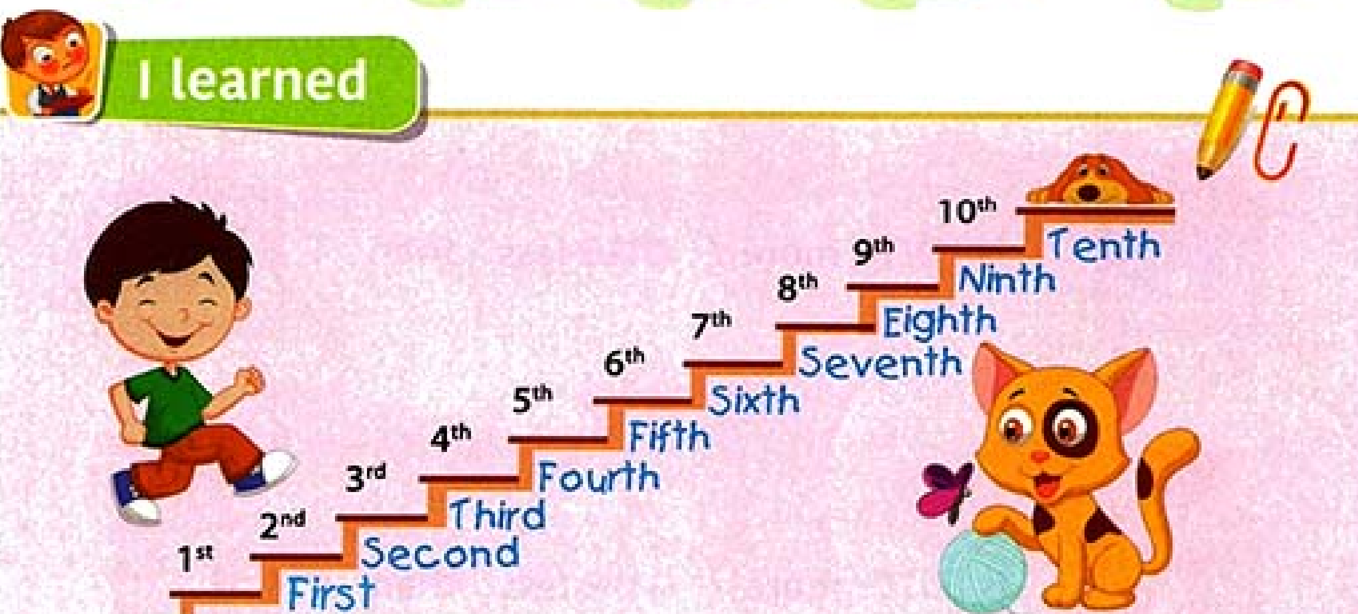
- Help your child use ordinal numbers (1^{st}, 2^{nd}, 3^{rd}, 4^{th}, 5^{th} and 6^{th}) to order the events of his/her daily routine.

Activity 8 **Match to order clowns from the tallest to the shortest using ordinal numbers:**





I learned



- How to describe the positions of objects using ordinal numbers from 1st to 10th.





One more and one less



Activity 1 Look at the picture above, then color the correct word:



is  one more / one less than





is  one more / one less than







Daily Practice:
- Ask your child to look at the calendar and observe which day comes before/ after and which month is before/ after.

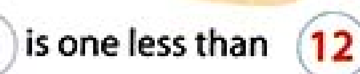
Key words:
One more - One less



Activity 2 Write one number more and one number less:

Example







___ is one less than ___
___ is one more than ___



___ is one less than ___
___ is one more than ___



___ is one less than ___
___ is one more than ___



___ is one less than ___
___ is one more than ___

Activity 3 Look at the flowers in the 2nd vase, then draw a number of flowers which is 1 more than it in the 1st vase and 1 less than it in the 3rd vase:









Parents' Tips:

- Give your child some numbers between 2 and 99, then ask him/her to find one more and one less than each number.



Activity 4 **Use the numbers in the train, then complete:**

9 10 11 12 13 14 15 16 17

10	is 1 more than	9	13	is 1 less than	___
15	is 1 more than	___	16	is 1 less than	___
12	is 1 more than	___	14	is 1 more than	___

I learned

- How to find one more and one less than any number between 2 and 99.





Money



Our currency in Egypt is the Egyptian pound and it takes two forms.



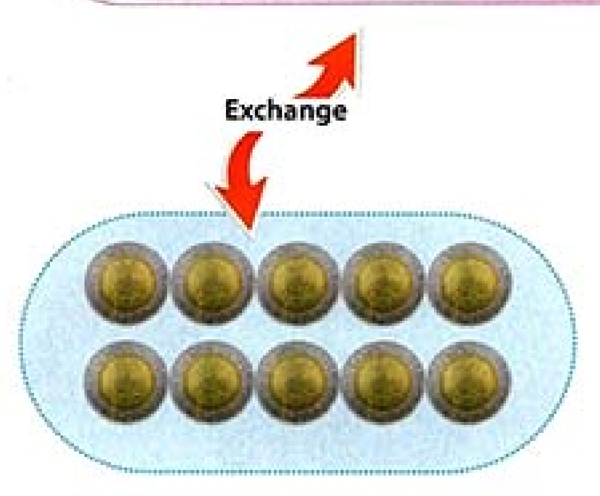


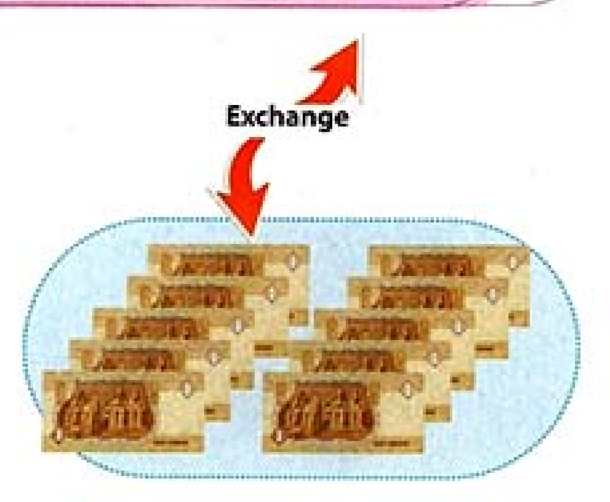
10 pounds

L.E. 10











Daily Practice:

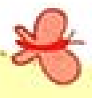
- Ask your child to count the days of school and draw a circle around the day he/she passed in the calendar.

Key words:
Pay - Pound - L.E. - Money



Activity 1 Match the equal amounts:

Example



Parents' Tips:

- Help your child count the amounts of money and ask him/her to match the equal amounts.
- Invite your child to assist you for counting money to buy some items.

Activity 2 Circle the child who can buy the teddy bear:

Hala

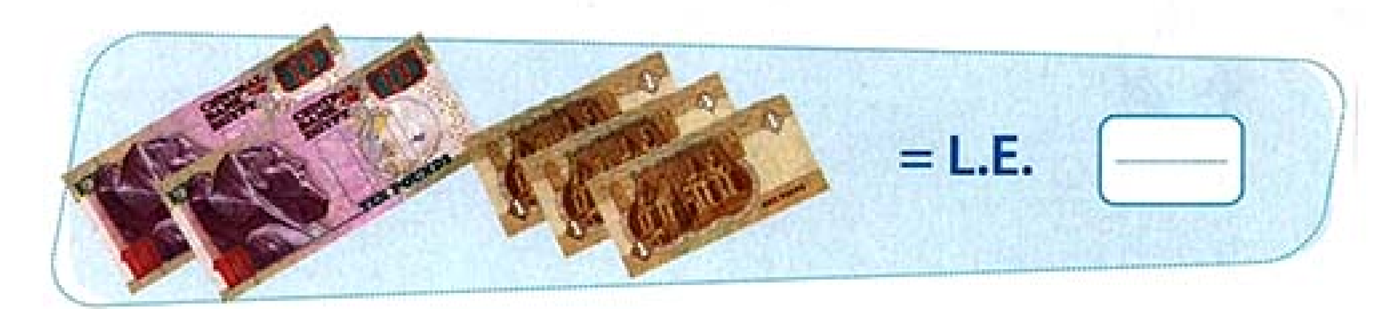
Ahmed

LE 25

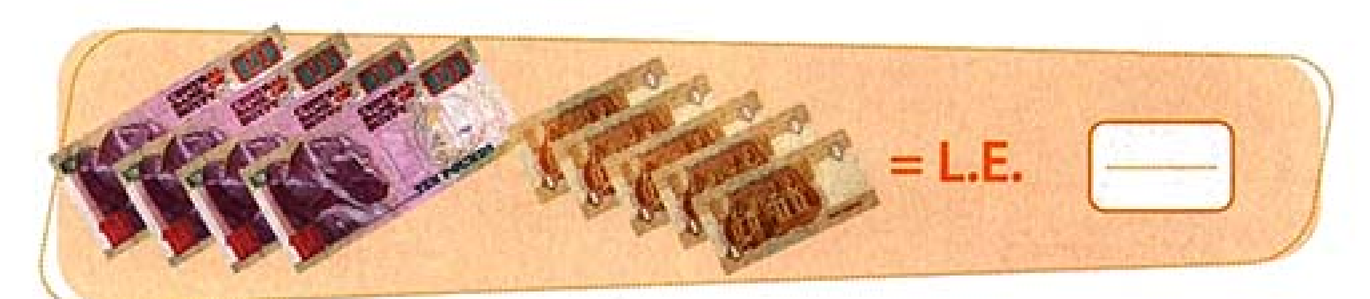
Hossam

Dina

Activity 3 Write the amount of money in each figure:



= L.E. ______



= L.E. ______



Parents' Tips:

- Encourge your child to count the amount of money which each child has and determine who can buy the toy.
- Encourage your child to count the money with you when buying some objects.

Activity 4 Circle the amount of money you need to buy each object:











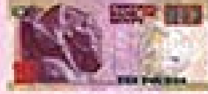














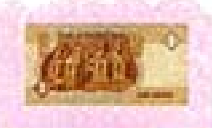
















Parents' Tips:

- Let your child count and circle the amount he/she needs to buy some objects.
- Invite your child to observe how to use money in daily life.



Activity 5 **Compare amounts of money using (< , > or =):**

Example

>



Parents' Tips:
- Ask your child to help you count some amounts of money and compare them.





Activity 6 **Look at the following prices, read the questions, then color the correct word:**

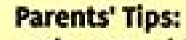


Example







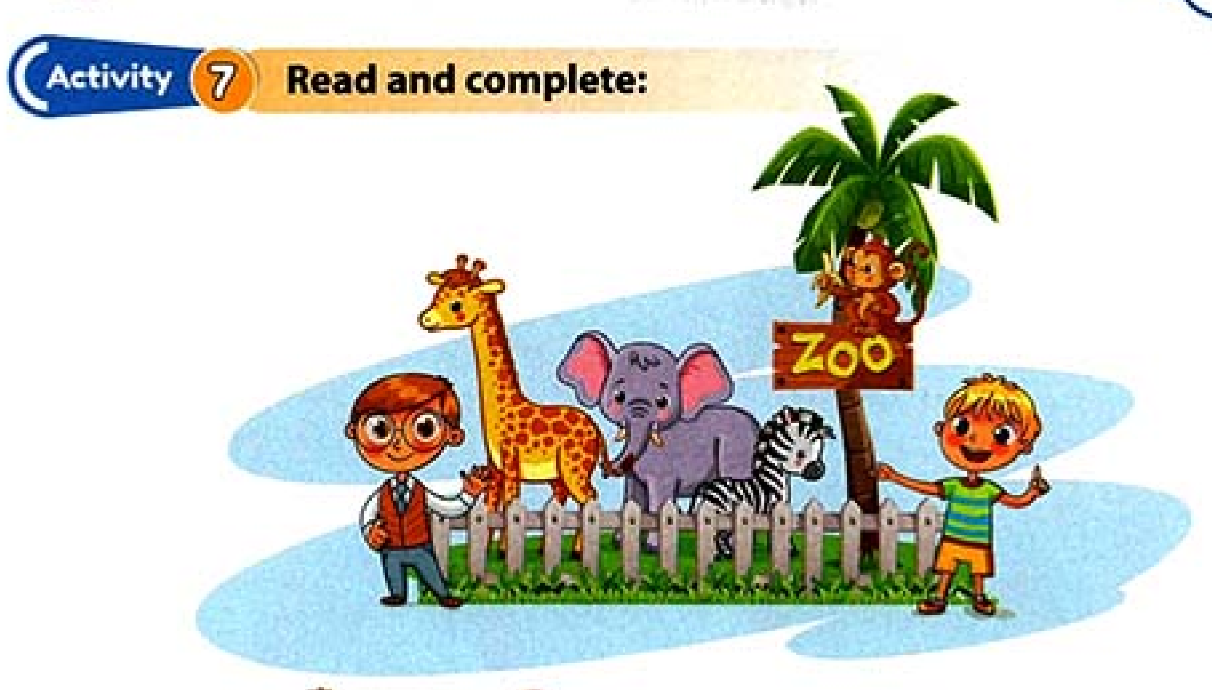


Parents' Tips:

- take your child to any shop and give him/her some money and ask him/her to choose some thing he/she can buy using the given money.



Activity 7 Read and complete:



Hesham and Ali visited the Zoo. If the price of the ticket was L.E. 15, what would be the total amount that Hesham and Ali paid?

Hesham paid .... pounds and Ali paid .... pounds.
the total amount that Hesham and Ali paid was .... pounds.



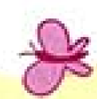






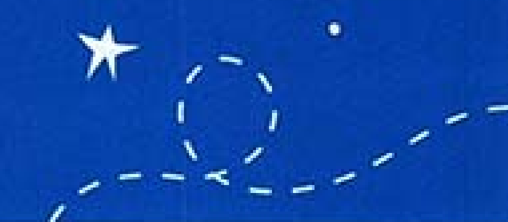


- Identifying similarities and differences between L.E. 1 notes and L.E. 10 notes.
- Counting 1 Egyptian pound notes and 10 Egyptian pounds notes.
- Calculating how to pay money to buy the items up to L.E. 50.









General Activities on Chapter 1

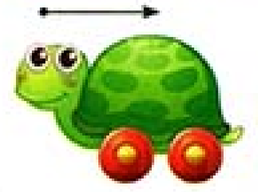
1 Look at the picture and answer:







2 Circle the second toy and underline the 5th toy:








3 Notice and circle:

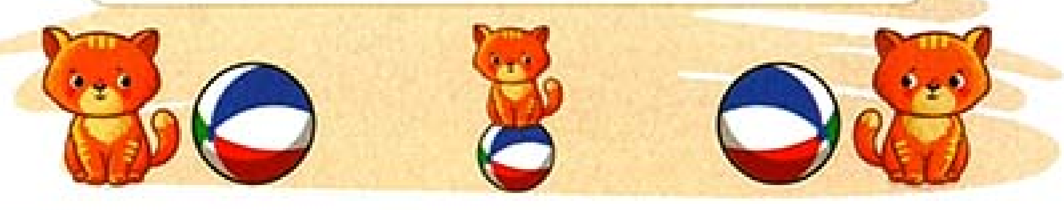
Circle the dog which is **on** the table.



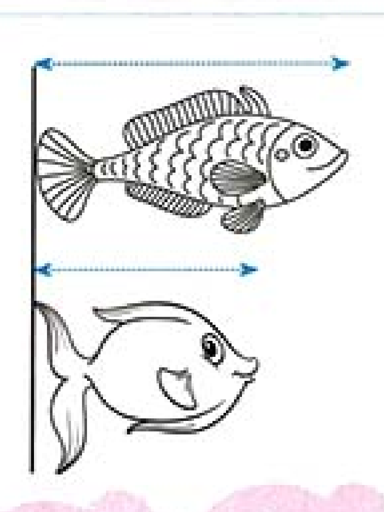
Circle the apple which is **in** the box.



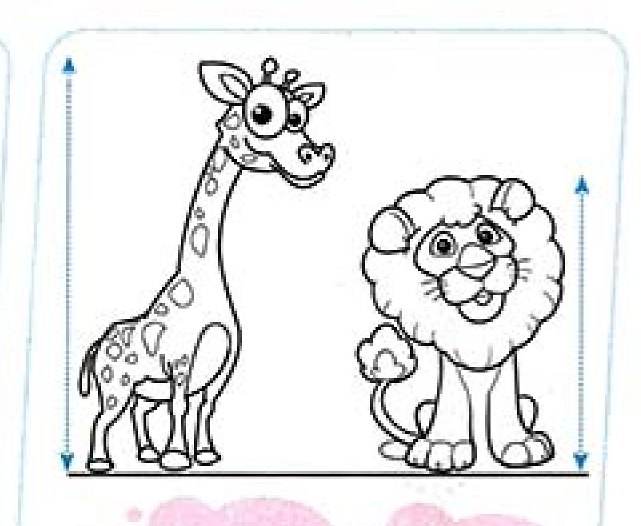
Circle the ball which is **below** the cat.



4 Read and color:

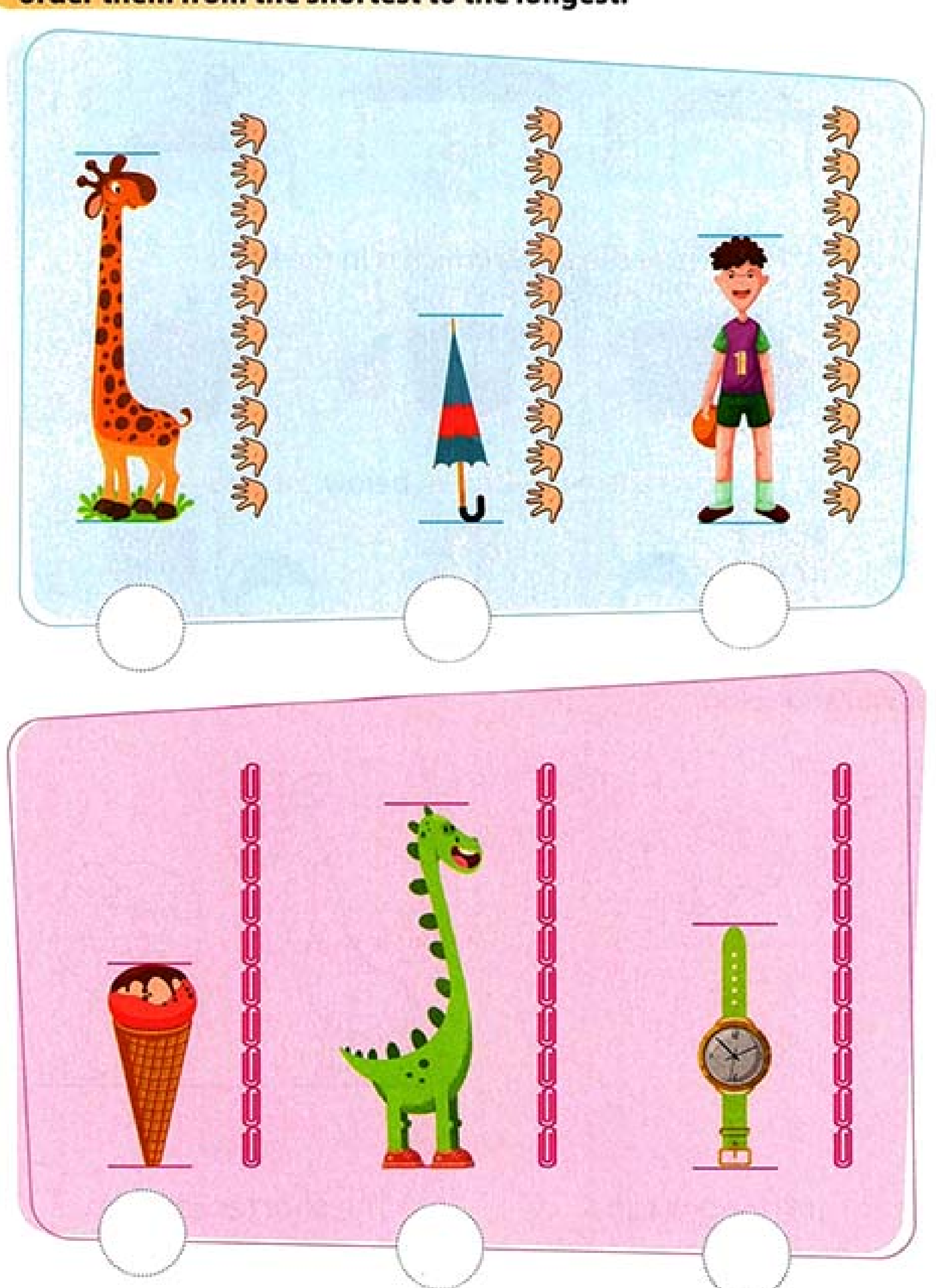


Color
the longer fish.



Color
the shorter animal.

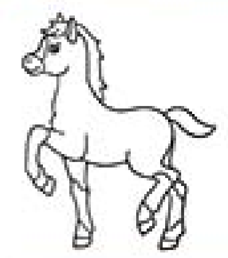
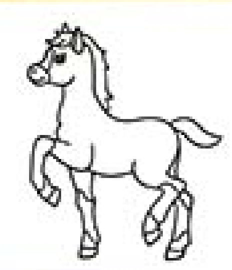
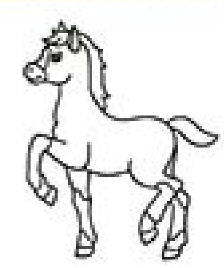
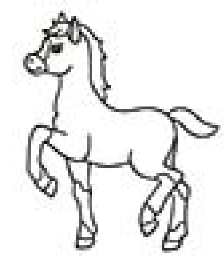
5 **Measure the lengths of objects in each figure, then write 1, 2, 3 to order them from the shortest to the longest:**



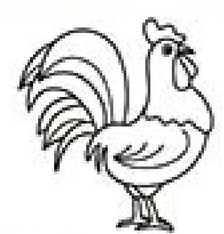
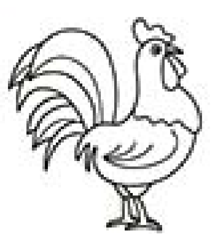
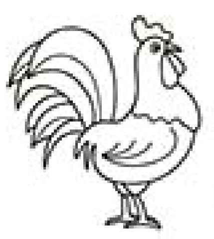
Start from left to right.



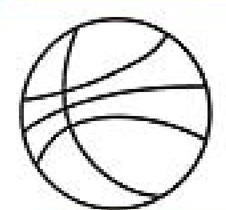
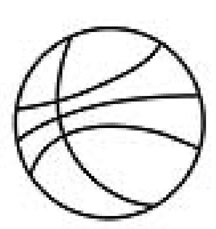
6 **Color the third horse in the row in brown:**

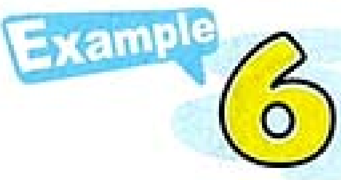
7 **Color the second rooster in orange, the fourth in green and the fifth in yellow:**

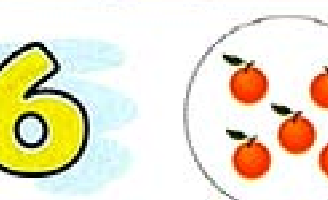
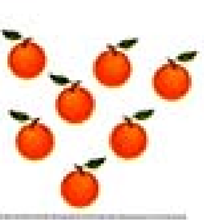
    

8 **Color the first ball in red, the second in orange and the fifth in yellow:**

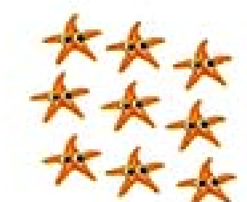
    

9 **Circle the group in each row that is one less than the number and underline the group that is one more:**



7    

10    

10 **Tick (✔) if the amount of money is enough to buy each item and tick (✘) if the amount isn't enough:**

Example

L.E. 30 ✔

L.E. 16

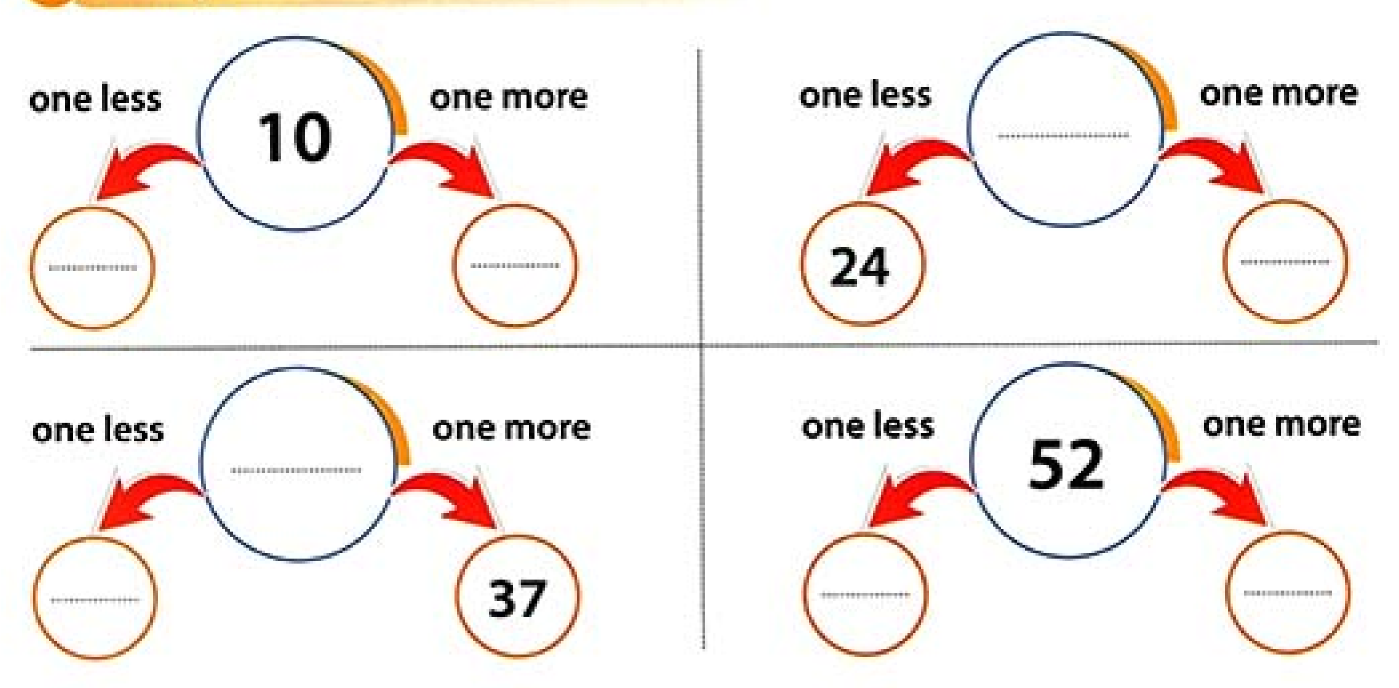
L.E. 18

L.E. 26

L.E. 7

L.E. 26

11 **Complete:**

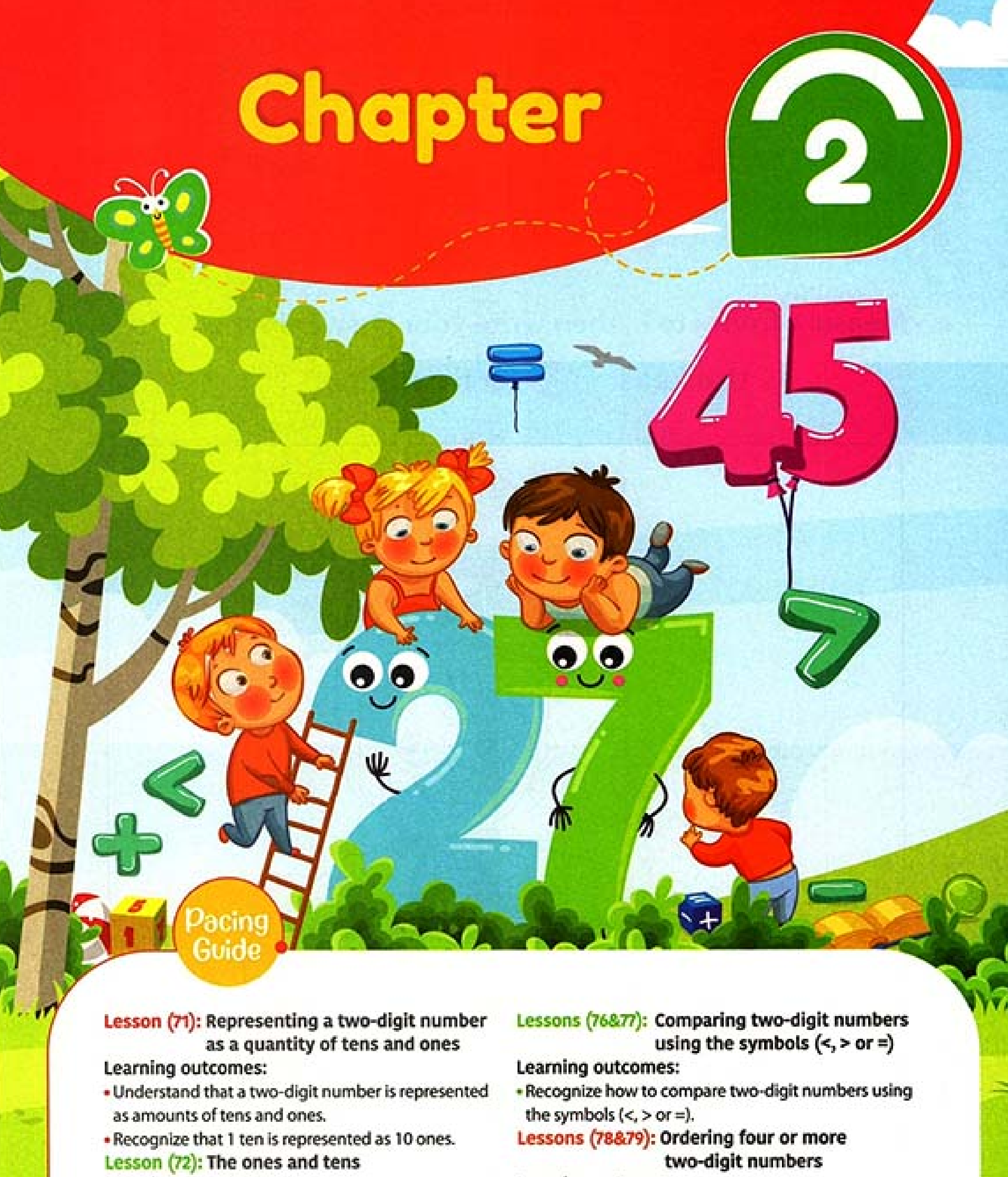




• Measure from • to • , then write your answer in the ◯ :

Use forks  for measuring.

Chapter 2



Pacing Guide

Lesson (71): Representing a two-digit number as a quantity of tens and ones

Learning outcomes:

- Understand that a two-digit number is represented as amounts of tens and ones.
- Recognize that 1 ten is represented as 10 ones.

Lesson (72): The ones and tens

Learning outcomes:

- Recognize the value of the digit in the tens blank is equal to 10 ones.

Lessons (73-75): Value and place value

Learning outcomes:

- Determine the value and place value of each digit in a two-digit number.

Lessons (76&77): Comparing two-digit numbers using the symbols (<, > or =)

Learning outcomes:

- Recognize how to compare two-digit numbers using the symbols (<, > or =).

Lessons (78&79): Ordering four or more two-digit numbers

Learning outcomes:

- Know how to order two-digit numbers from the least to the greatest and from the greatest to the least.

Lesson: (80): Subtraction of the multiples of 10

Learning outcomes:

- Study how to subtract the multiples of 10 from the multiples of 10.



How many children in the garden?
How many tens and how many ones?
What do we mean by tens and ones digits?

That is what we will learn on this chapter.



Representing a two-digit number as a quantity of tens and ones

There are 10 birds in each cage.

There are 4 birds out of the cages.

The total number of birds is 24 birds.

2 tens   4 ones

1 Ten = 10 Ones




Daily Practice:

- Invite your child to look at the calendar in his/her room and count days of school, then ask him/her to draw a circle around the day he/she passed in school.

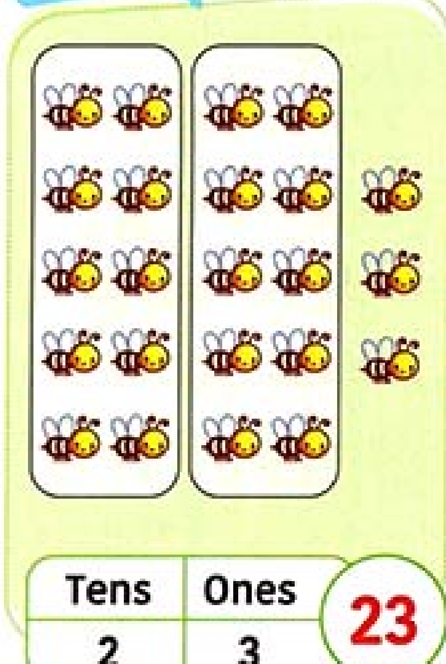
Key words:

Tens - Ones - 2-digit number



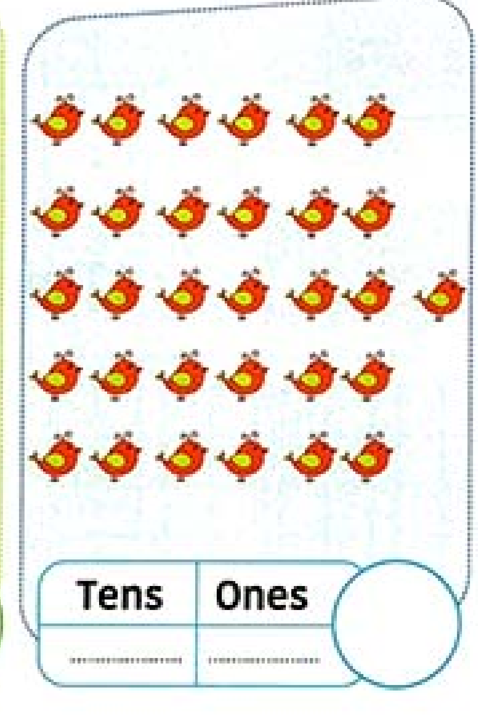
Circle the sets of ten objects, then complete:

Example

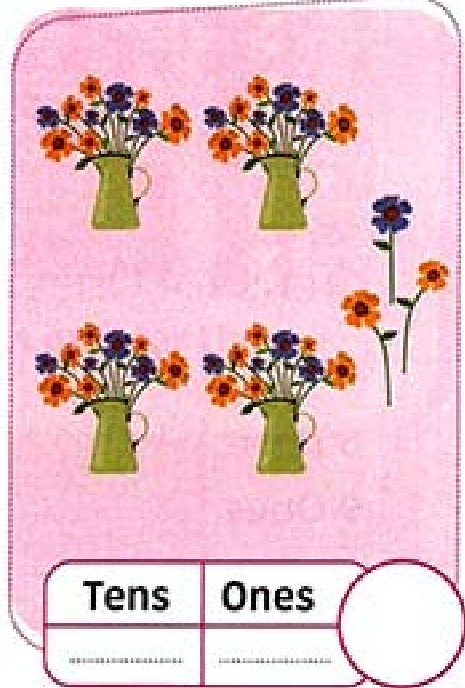


Tens	Ones
2	3

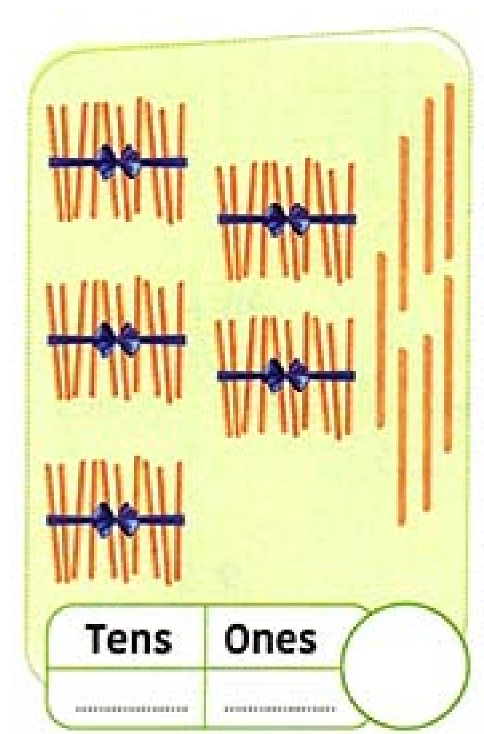
23



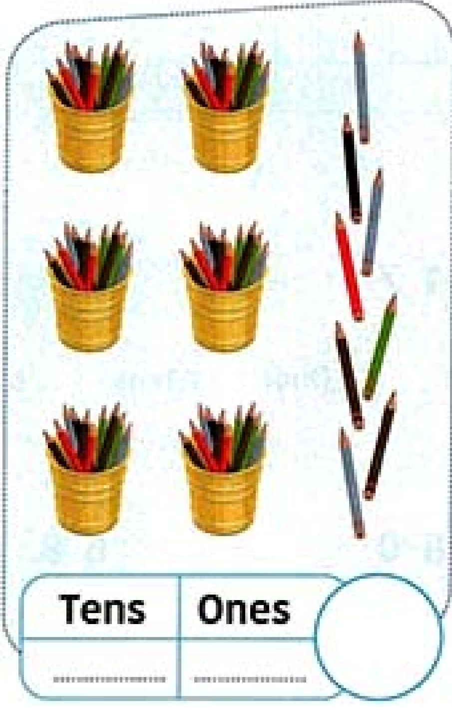
Tens	Ones
....	....



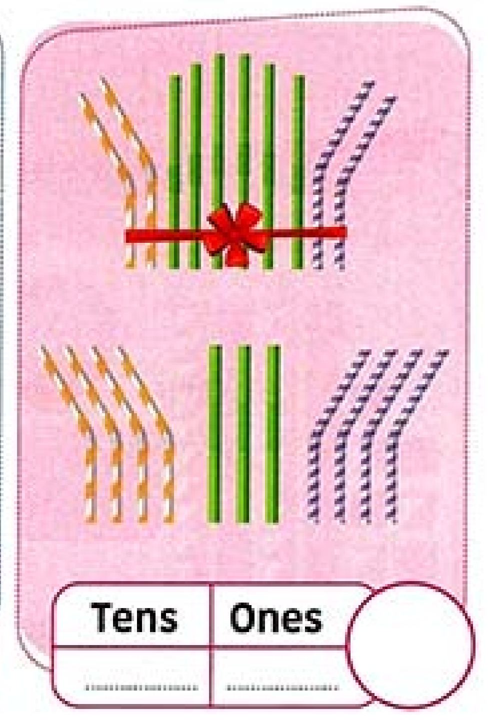
Tens	Ones
....	....



Tens	Ones
....	....



Tens	Ones
....	....



Tens	Ones
....	....



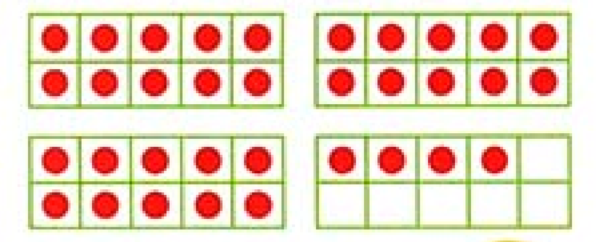
Parents' Tips:
- Ensure that your child can understand that a two-digit number represents an amount of tens and ones.



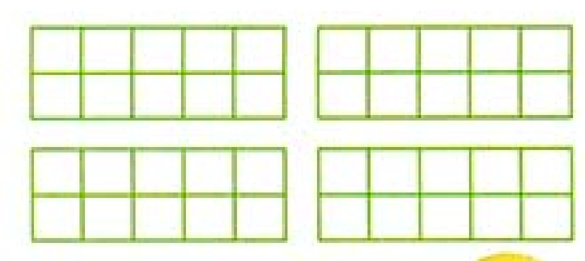


Write the number, then draw dots in the ten frames to show the given numbers:



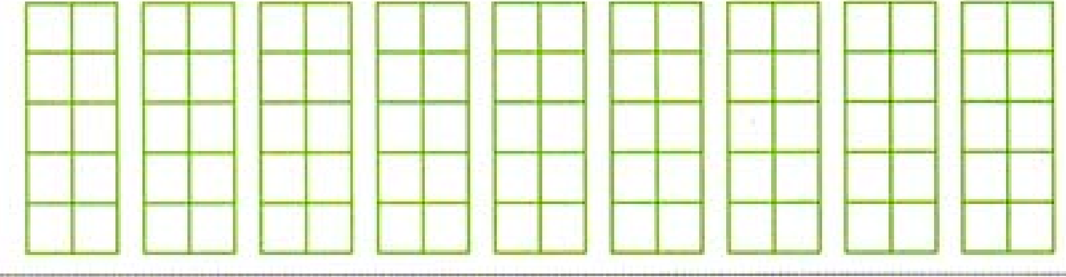


3 Tens + 4 Ones = 34

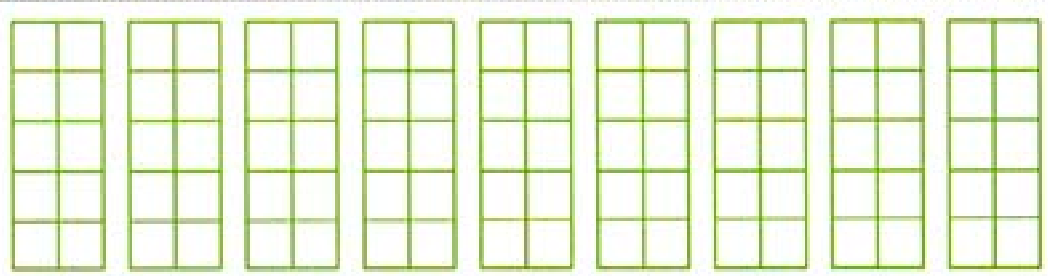


2 Tens + 7 Ones = ...

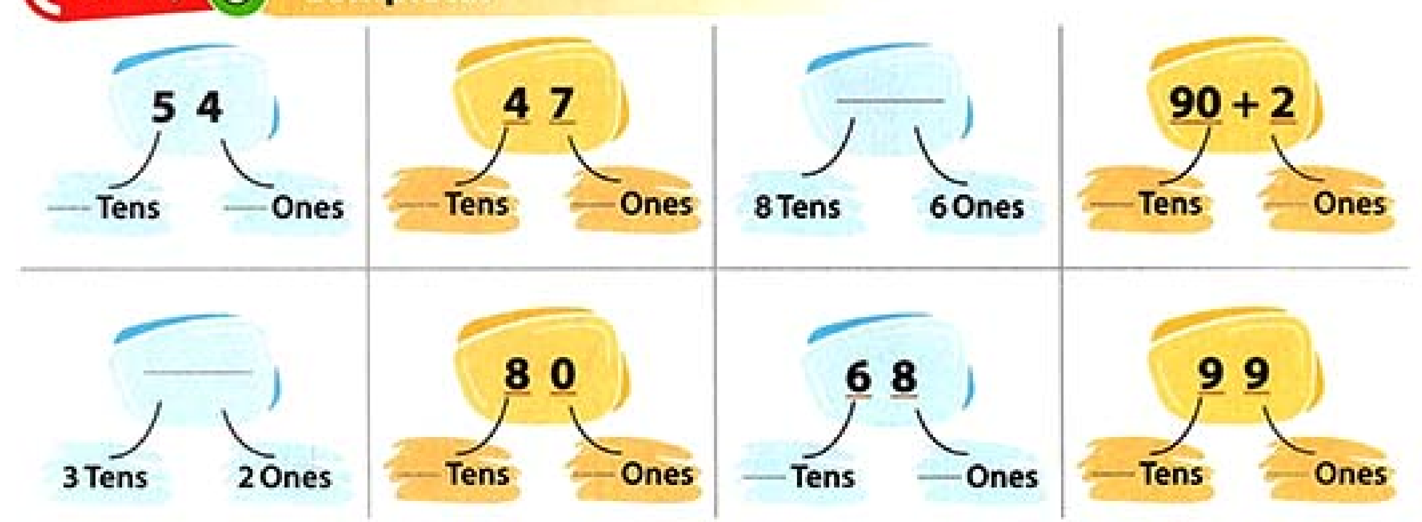








Activity 3 **Complete:**

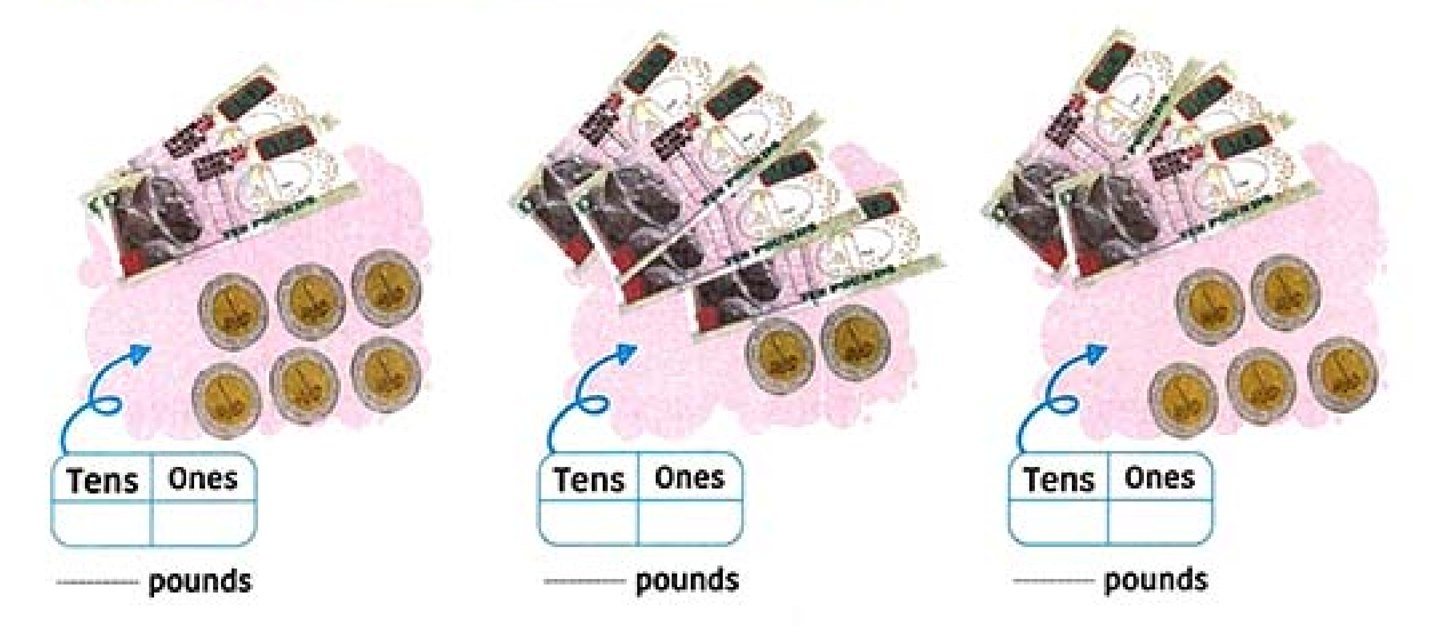




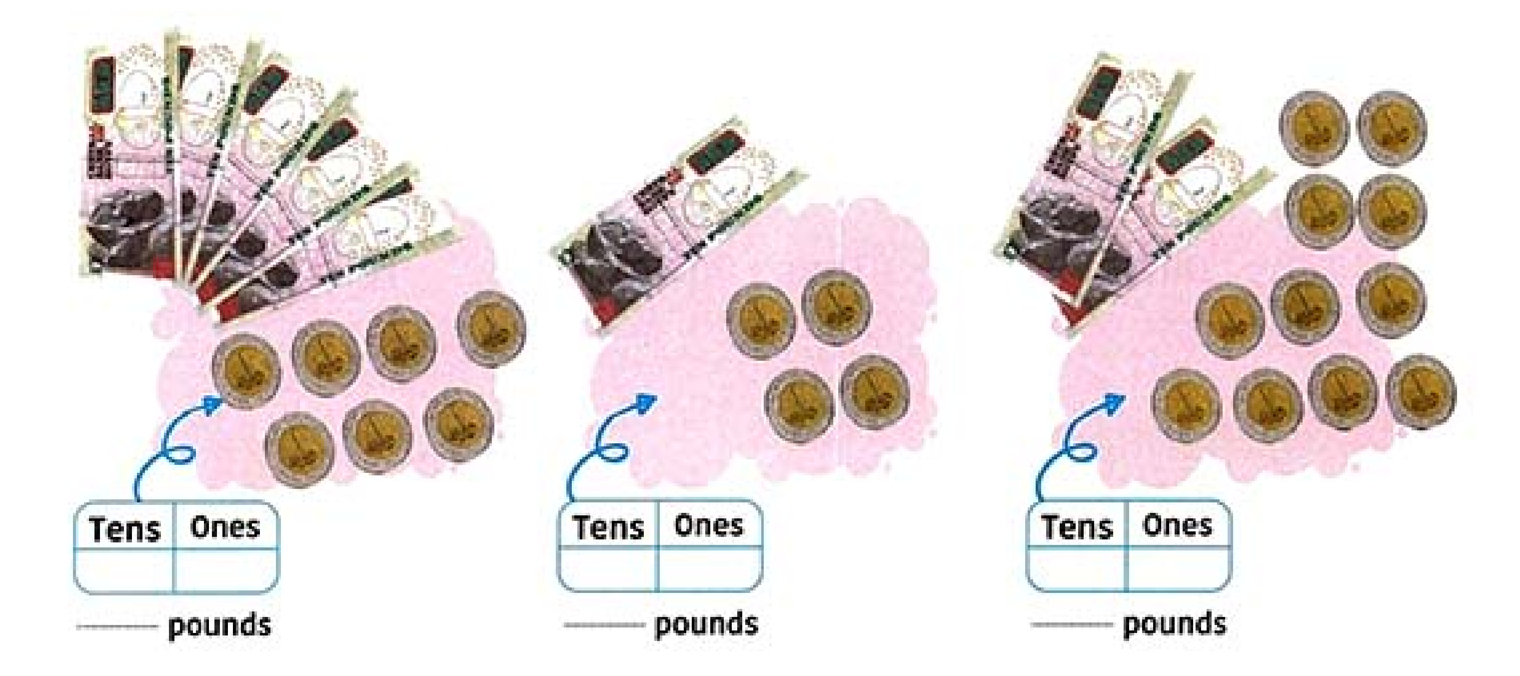
Parents' Tips:

- Let your child represent the 2-digit number on a ten frame.

Activity 4 How many pounds?



...... pounds ...... pounds ...... pounds



...... pounds ...... pounds ...... pounds





Parents' Tips:
- Assist your child to use some notes of 10 pounds and some coins of 1 pound to make some amounts of money which consist of tens and ones pounds as 37 pounds, 25 pounds, 44 pounds and so on.



Activity 5 **Complete:**

Tens	Ones
....	....

....

Tens	Ones
....	....

....

Tens	Ones
....	....

....

Tens	Ones
....	....

....

Tens	Ones
....	....

....

Tens	Ones
....	....

....

I learned

- The two-digit number can be represented as a quantity of tens and ones.
- The number 34 can be represented as 3 sets of 10 and 4 ones.









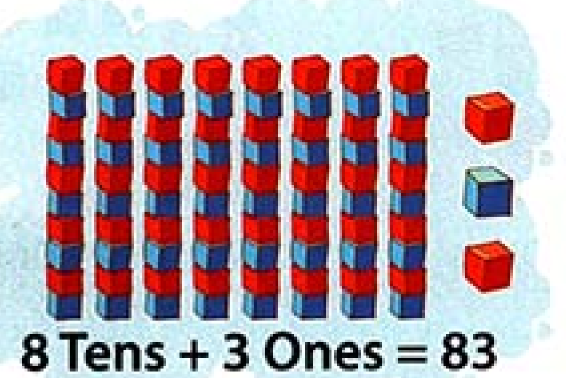
The ones and tens

We have studied before that we can represent 10 ones as 1 ten:

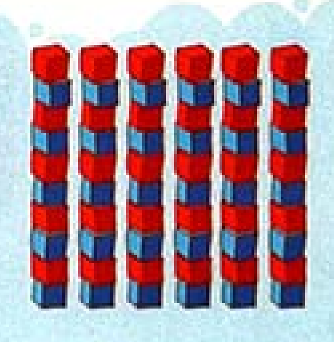
1 Ten = 10 Ones

Let us represent 54 using the previous note.

5	Tens	+	4	Ones	=	54
50		+	4		=	54



8 Tens + 3 Ones = 83



6 Tens + 0 Ones = 60



Daily Practice:

- Invite your child to count the days of school and ask him/her to draw a circle around the day he/she passed in the calendar.

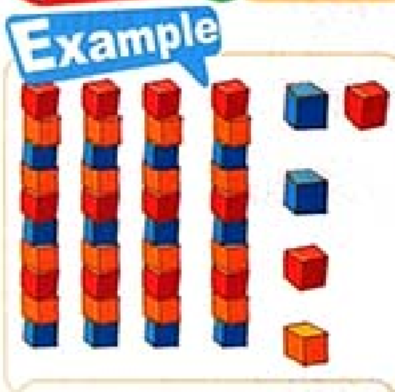
Key words:

Ones - Tens

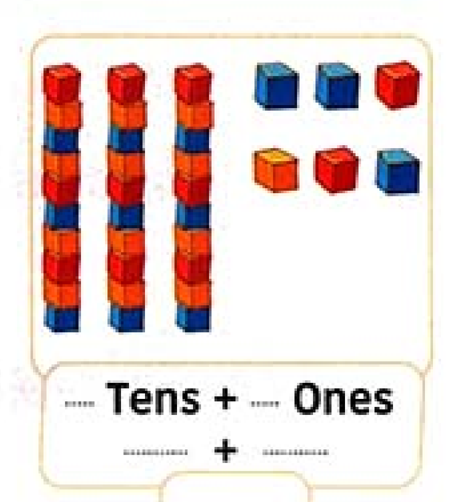


Activity 1 **Complete:**

Example

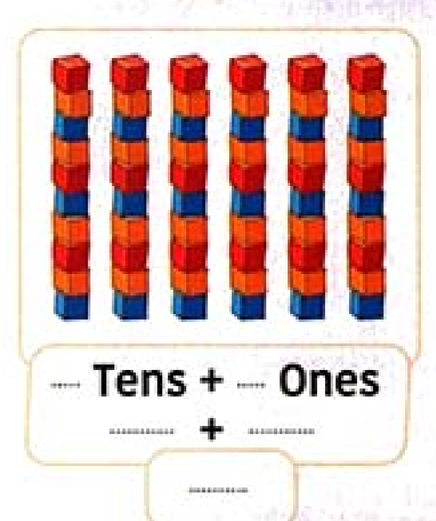


4 Tens + 5 Ones
40 + 5
45

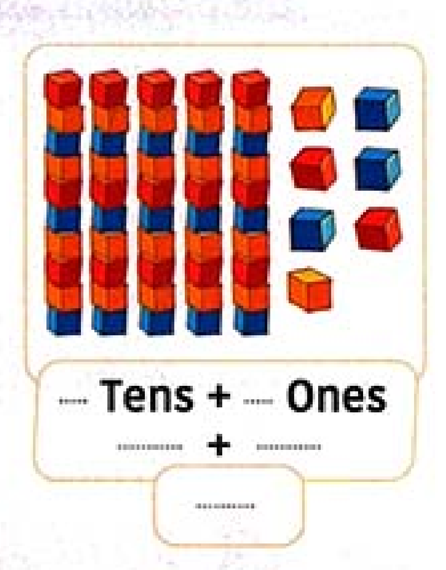


...... Tens + ... Ones
.... + ...
....

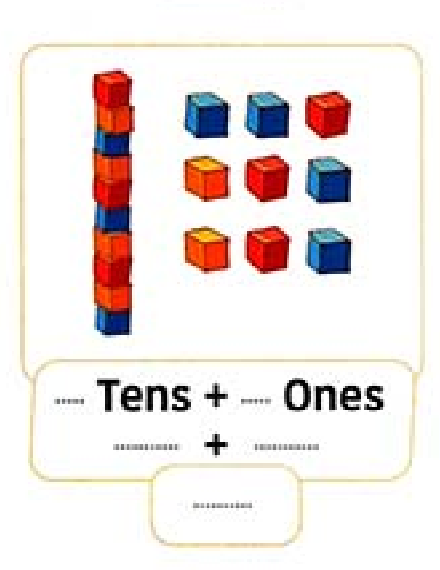
...... Tens + ... Ones
.... + ...
....



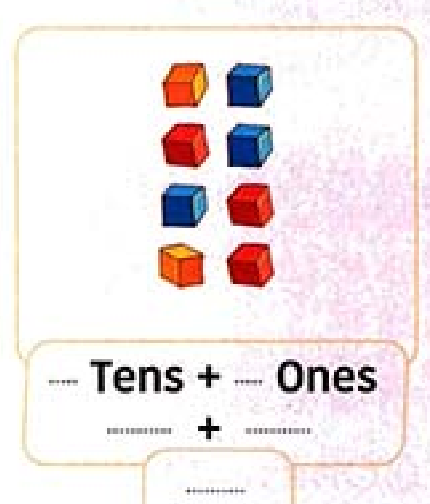
...... Tens + ... Ones
.... + ...
....



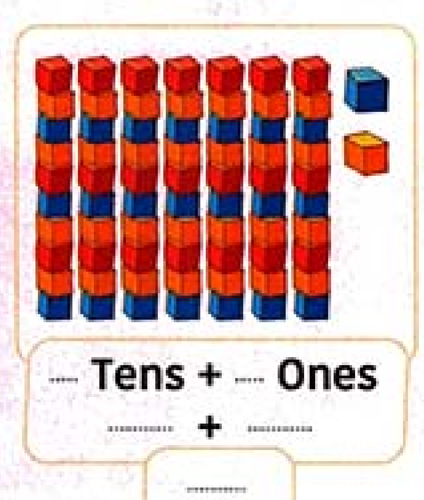
...... Tens + ... Ones
.... + ...
....



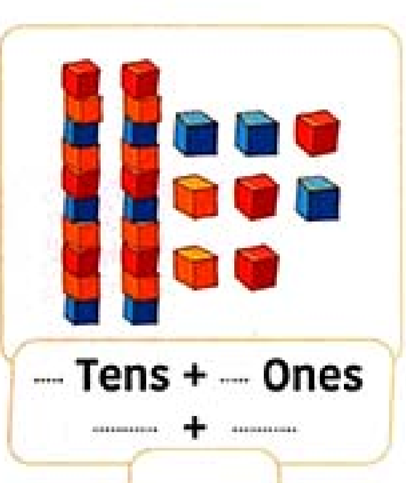
...... Tens + ... Ones
.... + ...
....



...... Tens + ... Ones
.... + ...
....



...... Tens + ... Ones
.... + ...
....



...... Tens + ... Ones
.... + ...
....

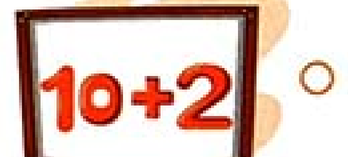


Parents' Tips:
- Give your child 28 cubes and ask him/her to count them as tens and ones.

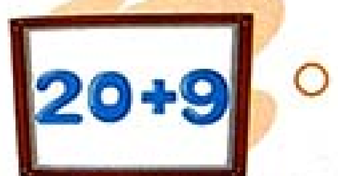


Activity 2 Match:



















Parents' Tips:
- Give your child many cards, each card carries a two digit-number and ask him/her a question about the number like how many tens and how many ones which the number contains.



Activity 3 **Write the number, then color according to the number:**

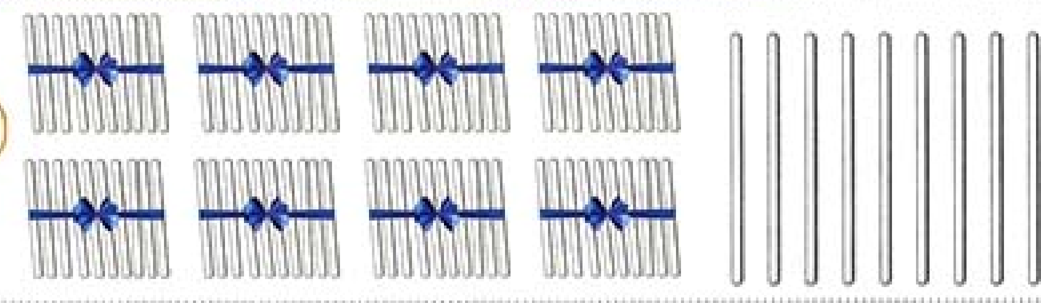
7 tens + 8 ones

....



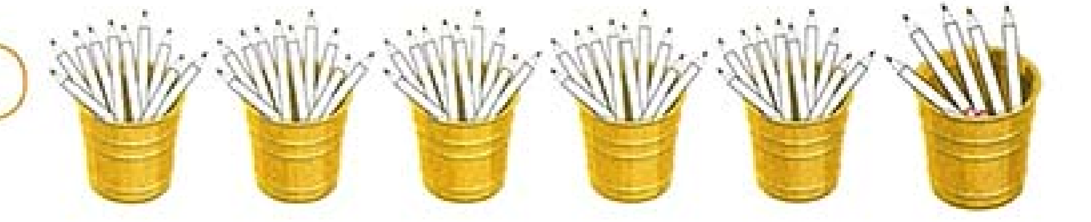
6 tens + 2 ones

....



5 tens

....

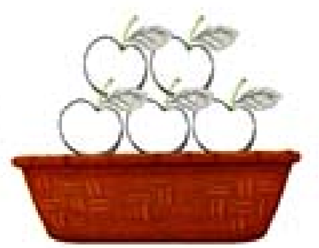


2 tens + 3 ones

....







4 tens + 1 one

....





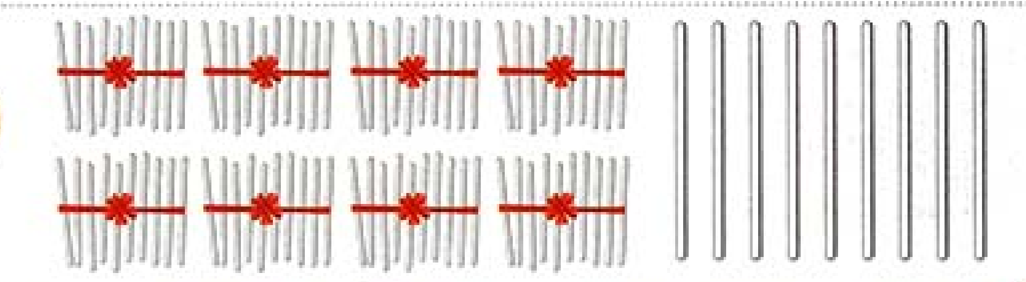






9 ones + 8 tens

....



Parents' Tips:

- Give your child 3 cards, each card carries the number of tens and the number of ones, then ask him/her to color according to each number.
- Guide your child to determine the value of each digit in the two-digit numbers.

Activity 4 What is the number?





It has 3 tens and 7 ones.

37



It has 8 tens.

....



It has 6 tens and 2 ones.

....



It has 4 tens and 8 ones.

....



It has 9 ones.

....



It has 5 tens and 1 ones.

....



I learned



- How to represent tens and ones by using bars and blocks.
- The two-digit number represents an amount of tens and ones.







Value and place value

In the number 43

My place value is tens

My place value is ones



My value = 40

My value = 3



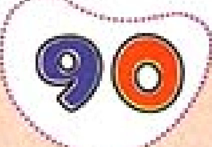
Note that

The value of each digit in the number depends on its place.

Activity 1 **Observe the previous picture, then complete:**



- The place value of the digit 7 is .... and its value = ...
- The place value of the digit 2 is .... and its value = ...



- The place value of the digit 9 is .... and its value = ...
- The place value of the digit 0 is .... and its value = ...



- The place value of the digit 8 is .... and its value = ...



Daily Practice:

- Invite your child to count the days which he/she has been in school and ask him/her to draw a circle around the day which he/she has passed in the calendar.

Key words:


Place value - Value - Digit

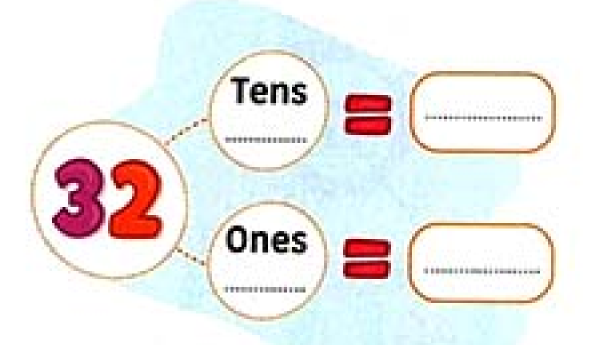


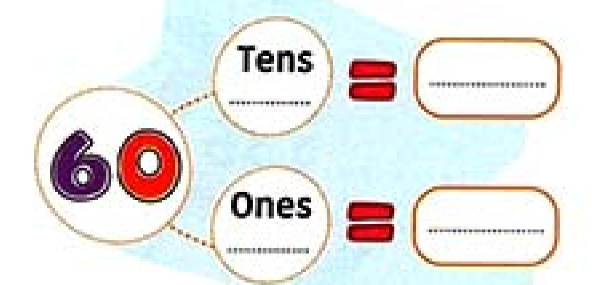


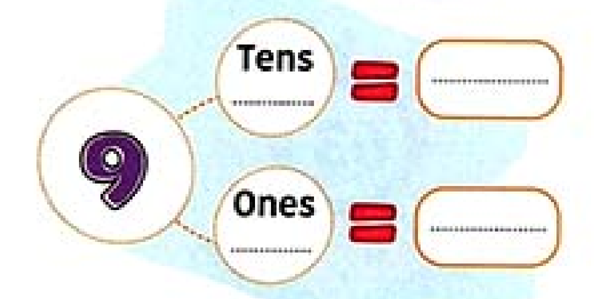
Activity 2 Complete:

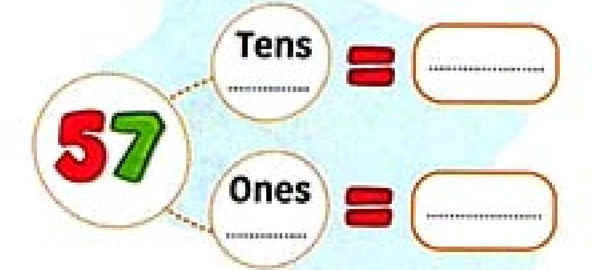


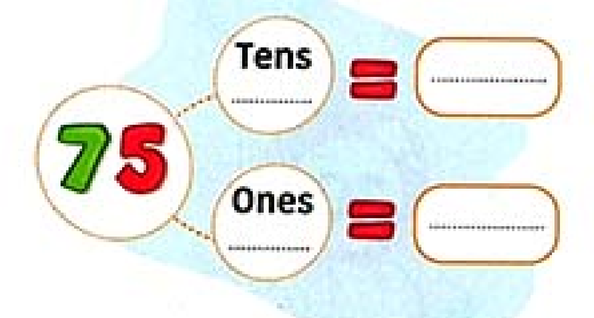












Activity 3 Color the suitable number:

Example



It has 5 tens and 2 ones.

51 52 53

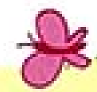


It has 6 tens and 0 ones.

60 0 6

It has 1 ten and 9 ones.

91 19 9



Parents' Tips:

- Give your child three bundles of 10 popsicle sticks and 5 single sticks, then ask him/her to count them and tell you the number.
- Assist your child to determine the place value and the value of each digit of many two-digit numbers.



Activity 4 Determine the value of each digit:

Example

Number	Tens	Ones
47	40	7
82	......	......
74	......	......
63	......	......
59	......	......
36	......	......
10	......	......
27	......	......
_5	......	......
80	......	......
61	......	......
94	......	......



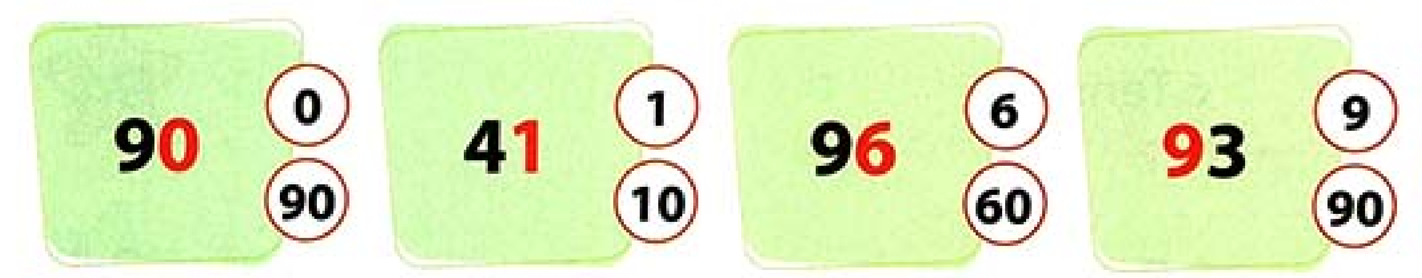
Parents' Tips:

- Give your child two cards, one of them carries the number 63 and the other card carries the number 36, then ask him/her to tell you the value of the digit 3 in each number and assist him/her to recognize that the value of the digit depends on its place.

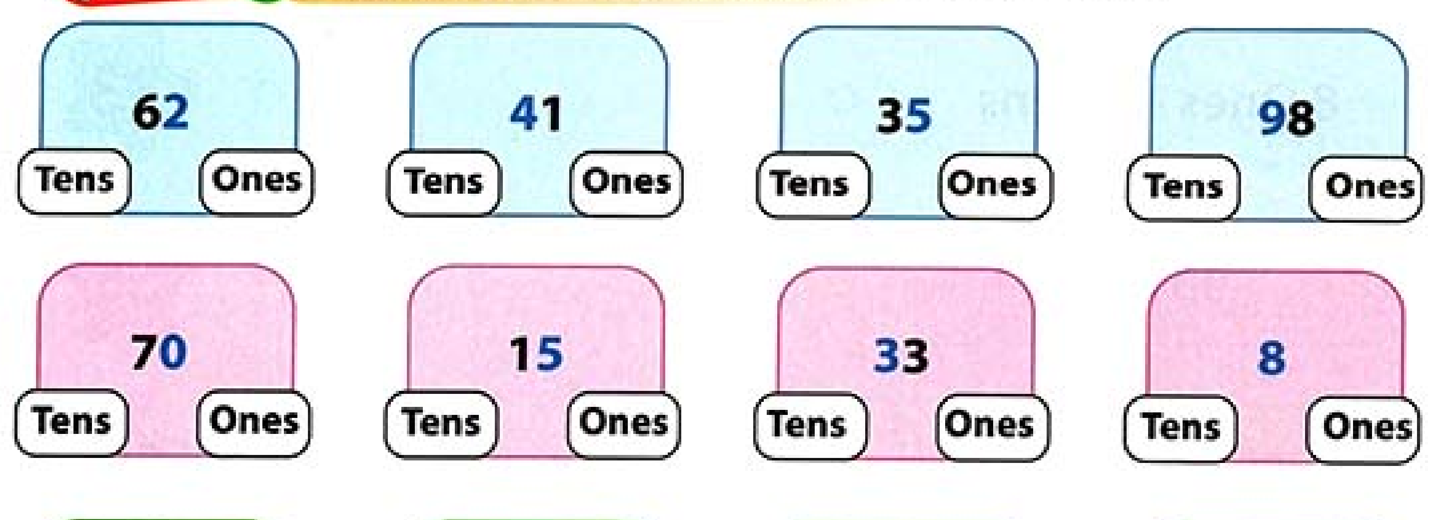
Activity 5 Color the correct value of the red digit:

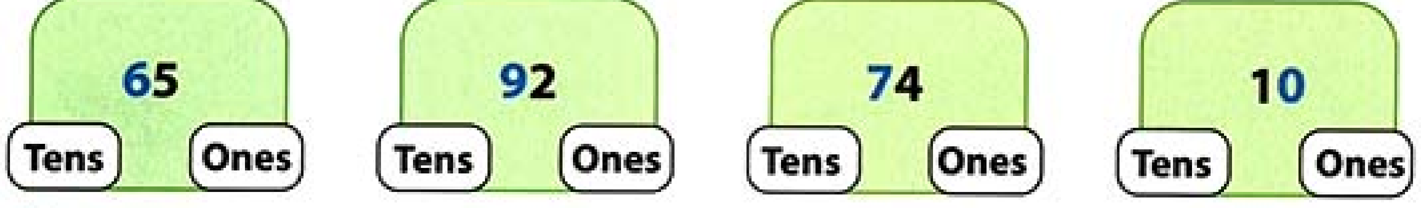






Activity 6 Color the correct place value of the blue digit:







Parents' Tips:

- Ensure that your child know the difference between the value and the place value of a digit.



Activity 7 Match:

3 Tens + 4 Ones	60
1 Ten + 9 Ones	9
80 + 5	 78
6 Tens	94
9 Ones	 34
8 Ones + 7 Tens	 33
90 + 4	 61
3 Tens + 3 Ones	 19
1 + 60	 85











Parents' Tips:
- Let your child represent the number using the value or the place value of its digits.

Activity 8 **Use the numbers to complete:**

25	17	24	71	32	42	37

Example

71



- How to determine the value and place value of each digit in the two-digit number.

Its place value is tens.

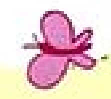
Its place value is ones.

57

Its value is 50.

Its value is 7.

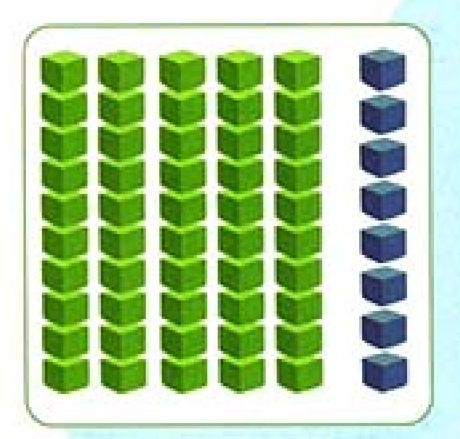
- The value of each digit in the number depends on its place.







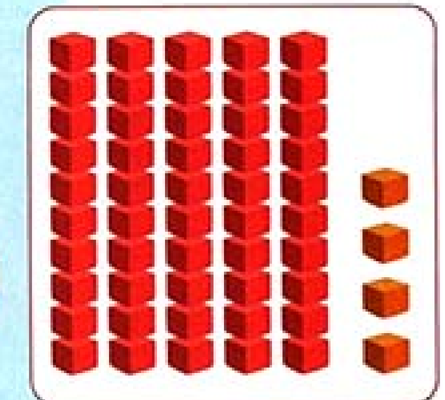
Comparing two-digit numbers using the symbols (< , > or =)

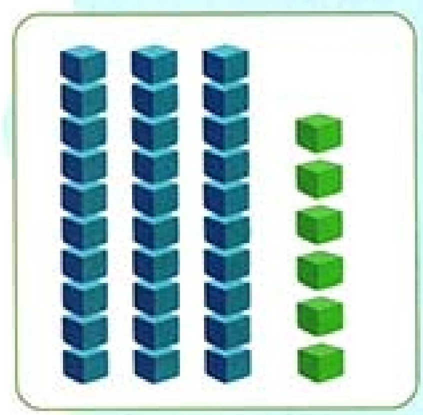


greater than >



$58 > 54$

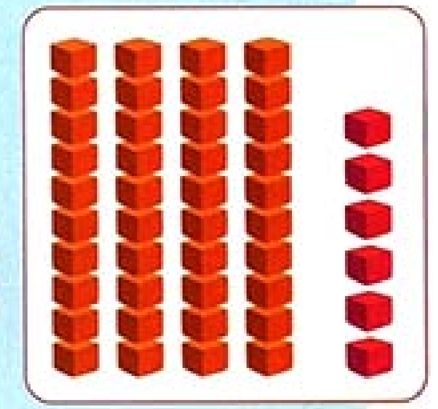


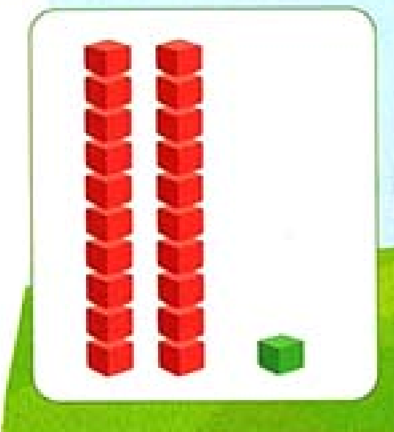


smaller than <



$36 < 46$

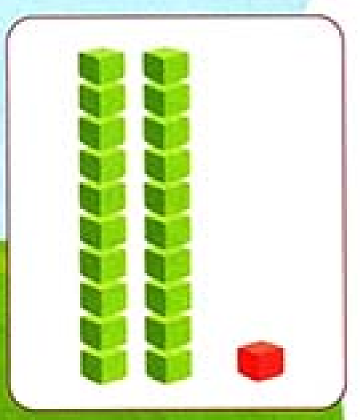




equal (the same number) =



$21 = 21$





For comparing two-digit numbers,

First : Compare the tens digit.

Second : If the tens digits are the same, compare the ones digit.





Daily Practice:



- Invite your child to count the days of school and ask him/her to underline the day he/she passed in the calendar.

Key words:



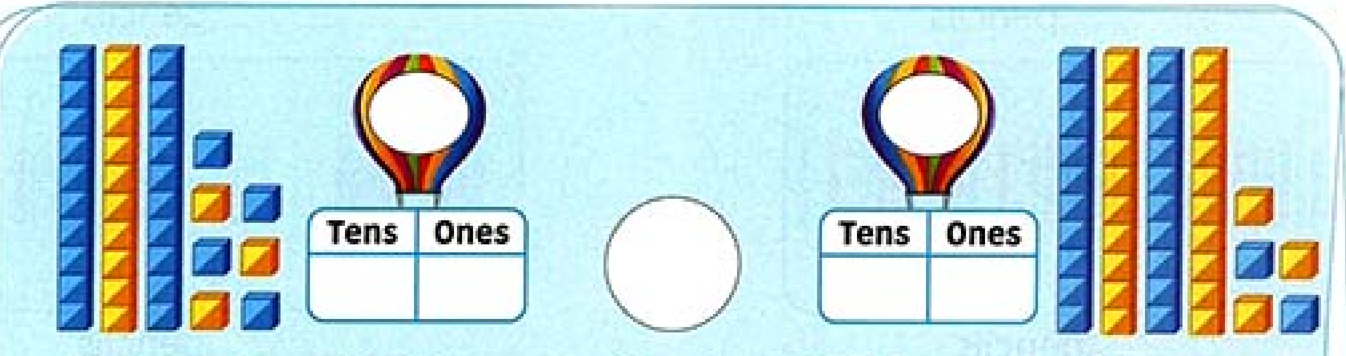
Greater than - Smaller than - Equal



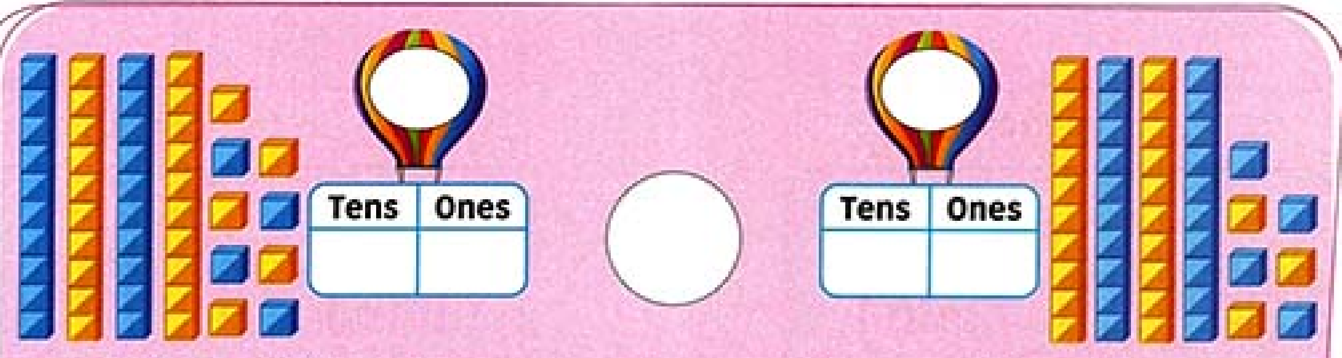
Activity 1 **Count by tens and ones, then compare using (< , > , =):**



- The number which has a greater tens digit is greater than the other.



- The number which has a smaller tens digit is smaller than the other.



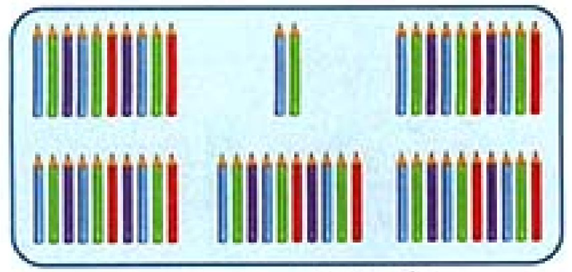
- If the tens digits in the two numbers are the same, then the number which has the greater ones digit is greater than the other.

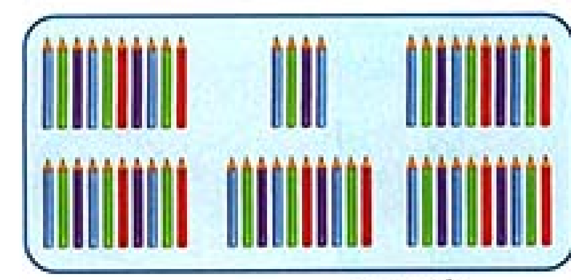


Parents' Tips:

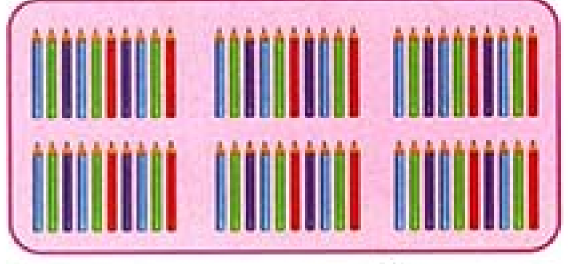
- Assist your child to understand how to use the place value to compare two-digit numbers.

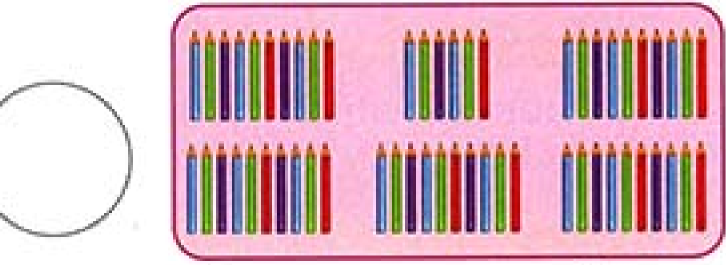
Activity 2 Count and compare using (< , > , =):



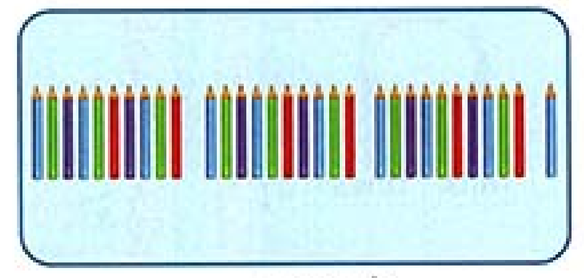


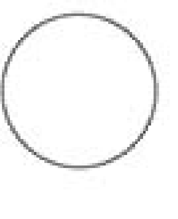
.... pencils .... pencils

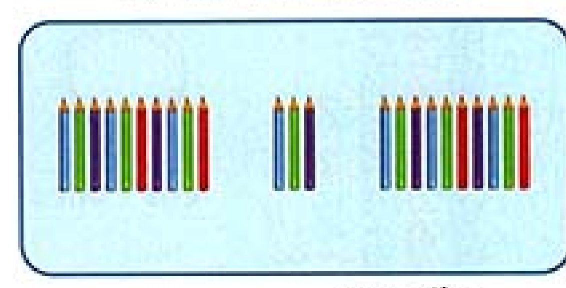




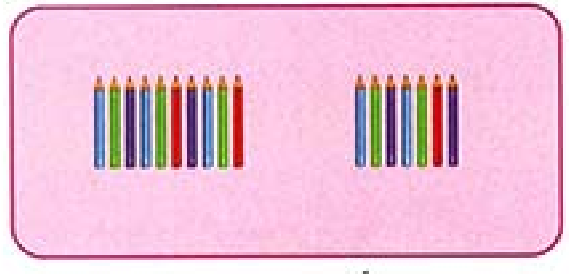
.... pencils .... pencils

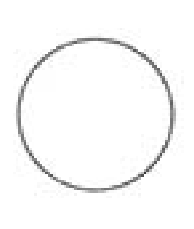


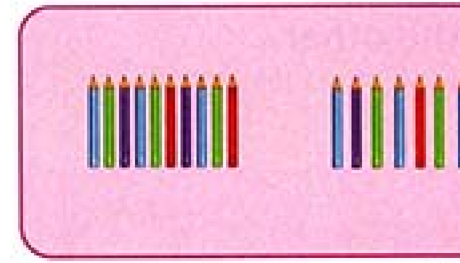




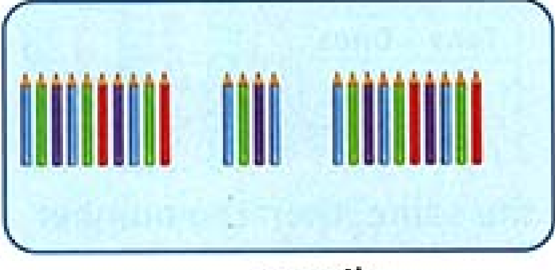
.... pencils .... pencils

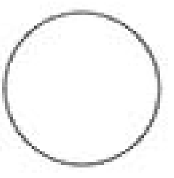


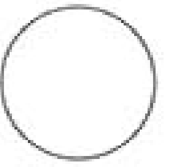




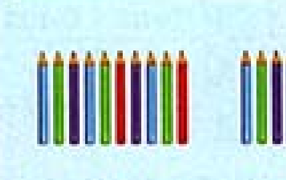
.... pencils .... pencils

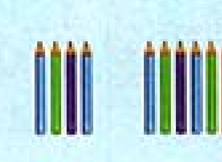












.... pencils .... pencils

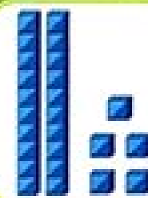


Parents' Tips:

- Give your child two amounts of some objects which have different numbers and ask him/her to count the two amounts and tell you which amount is greater.



Activity 3 Color the suitable sign (< , > , =):

3 tens and 7 ones		73
		24
5 tens and 2 ones		52
		78



Activity 4 Color the correct answer:

54 > ....

39 60 55

36 < ....

32 30 37

.... = 43

34 43 35

.... > 61

60 56 72





Activity 5 Use the shown numbers on the kites to create a greater, smaller or equal 2-digit number:

1 2 3 4 5 6 7 8 9 0

Example

23 < 36

☐ > 54

☐ > 78

☐ < 27

12 = ☐

96 > ☐

☐ = 91

18 < ☐





Parents' Tips:

- Show a two-digit number to your child in a piece of paper and ask him/her to create a number which is greater than this number and then another number smaller than it.

Activity 6 Color the circle according to the correct number (use each circle one time):

Example

63	49	18
12	<	(pink)
(green)	=	49
68	>	(blue)

13	20	14
16	<	
	=	13
	>	10

93	85	77
	<	86
77	=	
99	>	

72	34	99
82	<	
	=	72
43	>	

62	54	53
	<	54
	=	62
59	>	

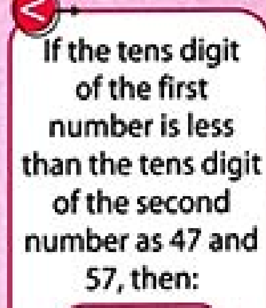
81	12	10
	<	22
10	=	
	>	18



I learned



- How to compare two-digit numbers:



< If the tens digit of the first number is less than the tens digit of the second number as 47 and 57, then: 47 < 57

> If the tens digit of the first number is greater than the tens digit of the second number as 63 and 36, then: 63 > 36

> If the tens digits of two numbers are the same as 26 and 24, we will compare the ones digits. 26 > 24

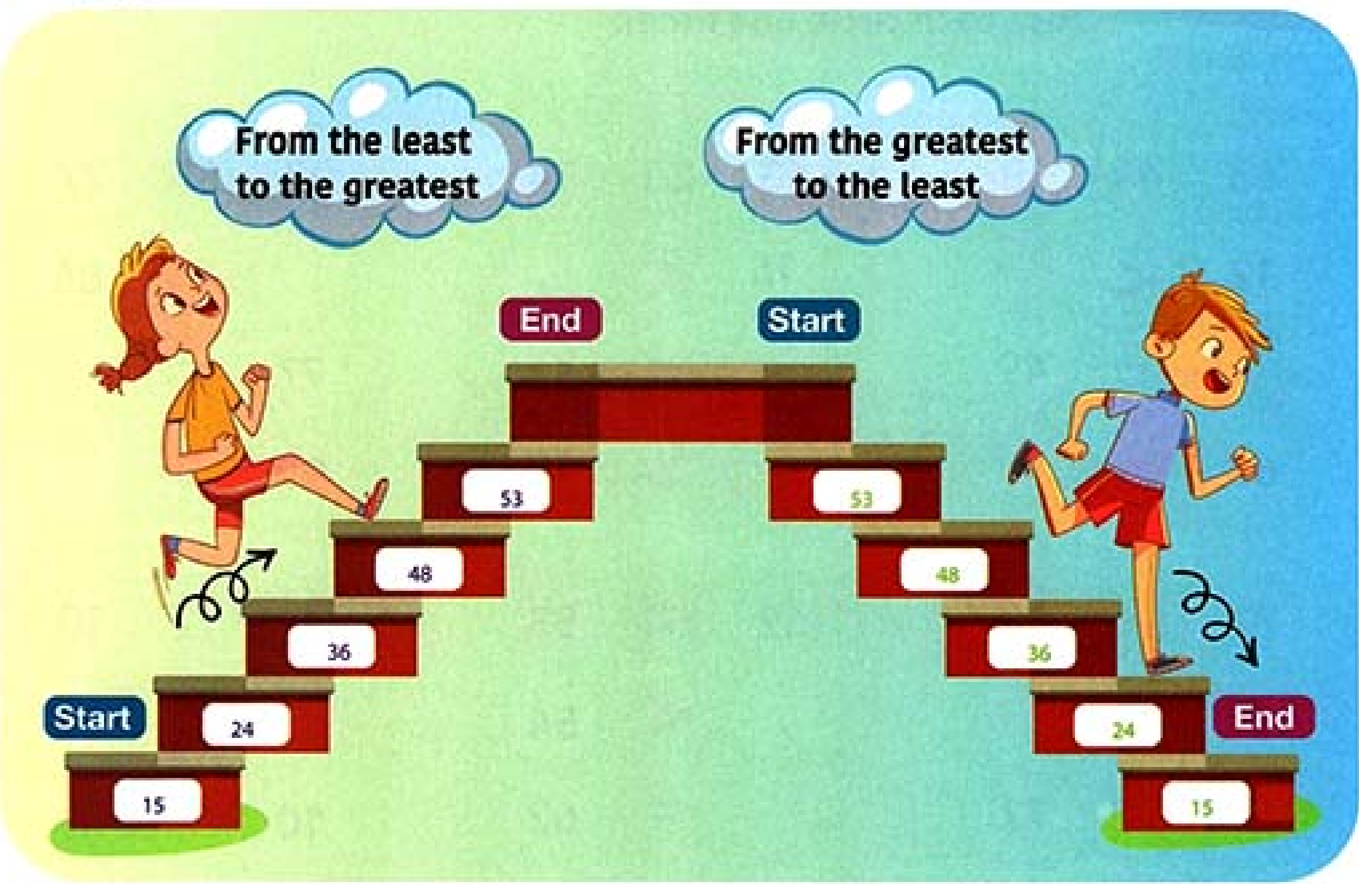
= If the tens digits of the two numbers are the same and the ones digits are the same as 75 and 75, then: 75 = 75

- How to use the place value to compare between two-digit numbers.
- How to create a number which is greater than or less than another number.





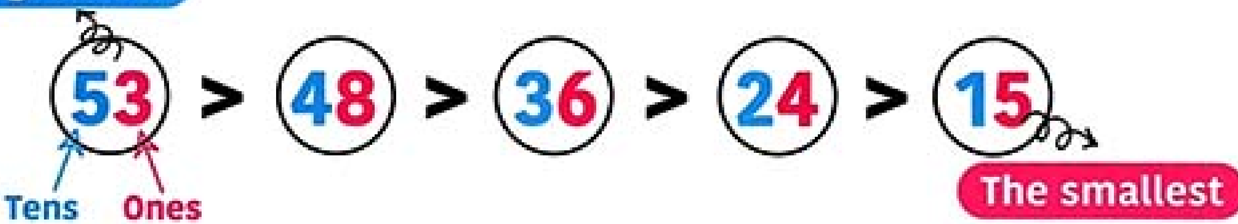
Ordering four or more two-digit numbers



- The numbers in order from the least to the greatest are:



- The numbers in order from the greatest to the least are:



Daily Practice:

- Invite your child to count the number of days which he/she has been in school and ask him/her to point at the day he/she has passed in the calendar.
- Ask your child to count the days of months and compare them.

Key words:
Order - Smallest - Least - Greatest





Activity 1 Order the numbers from the least to the greatest:

32, 90, 47, 43 and 16

◯ < ◯ < ◯ < ◯ < ◯

79, 72, 78, 70 and 17

◯ < ◯ < ◯ < ◯ < ◯

19, 56, 81, 18 and 30

◯ < ◯ < ◯ < ◯ < ◯

Activity 2 Order the numbers from the greatest to the least:

27, 25, 64, 60 and 90

◯ > ◯ > ◯ > ◯ > ◯

41, 51, 81, 31 and 71

◯ > ◯ > ◯ > ◯ > ◯

36, 32, 40 , 38 and 35

◯ > ◯ > ◯ > ◯ > ◯

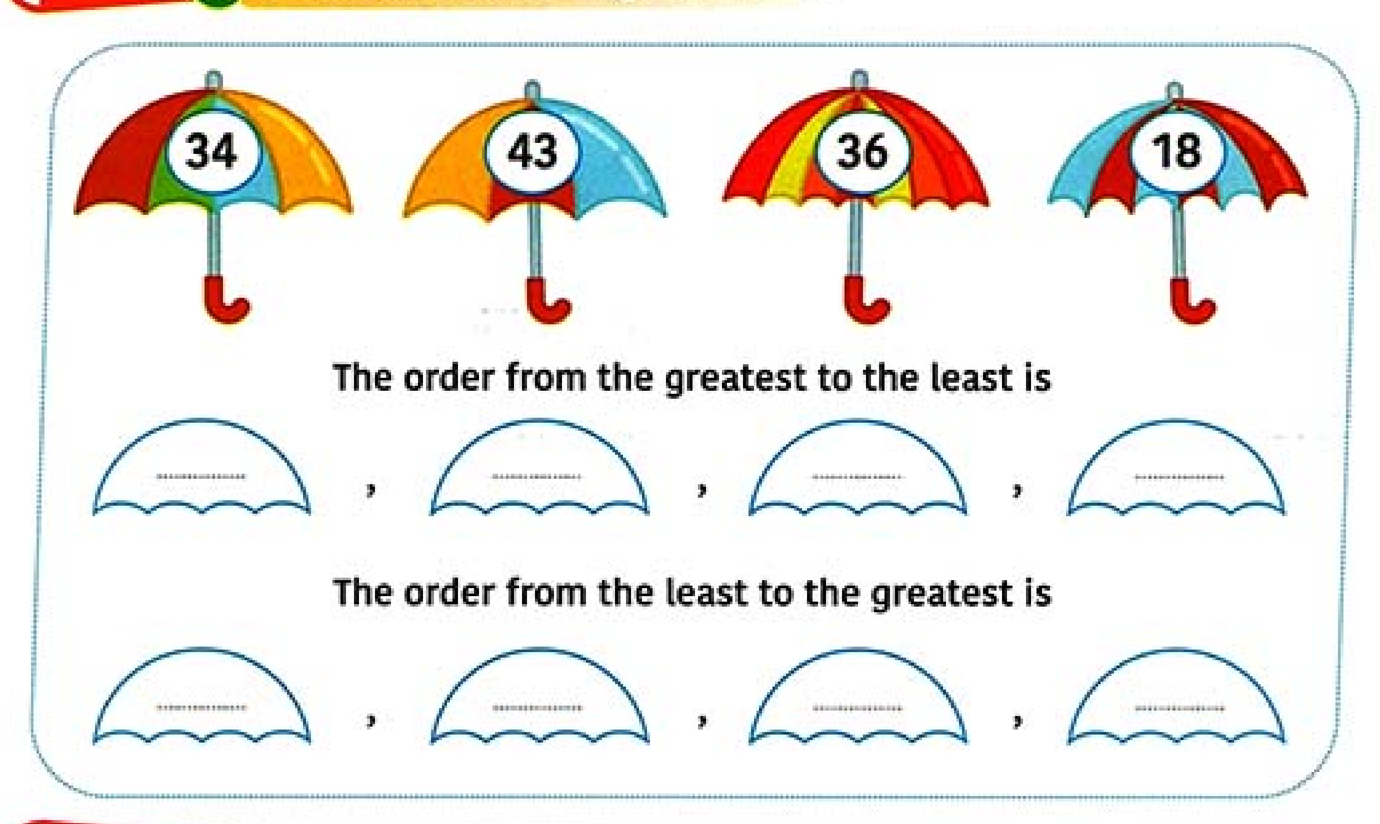


Parents' Tips:

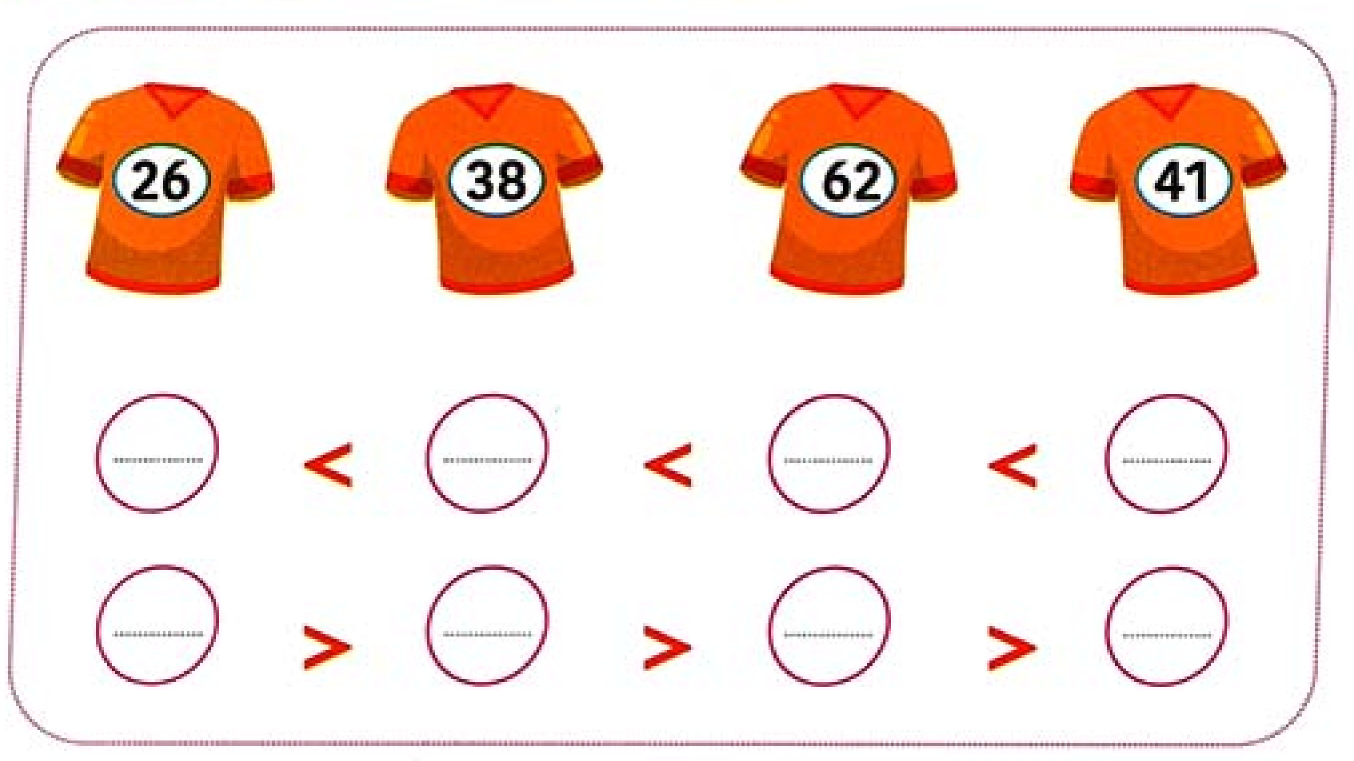
- Encourage your child to order some numbers from the least to the greatest and ask him/her to order them from the greatest to the least too.



Activity 3 Order the following numbers:



Activity 4 Write the following numbers in order:







Parents' Tips:

- Give your child 4 cards of different two-digit numbers each and invite him/her to order them from the greatest to the least.

Activity 5 Put the numbers for each object in the required order:

31, 78, 12, 59, 71, 16, 90, 33, 20, 40, 39, 17, 92, 99, 87

Example

59 < 78 < 87 (rocket)

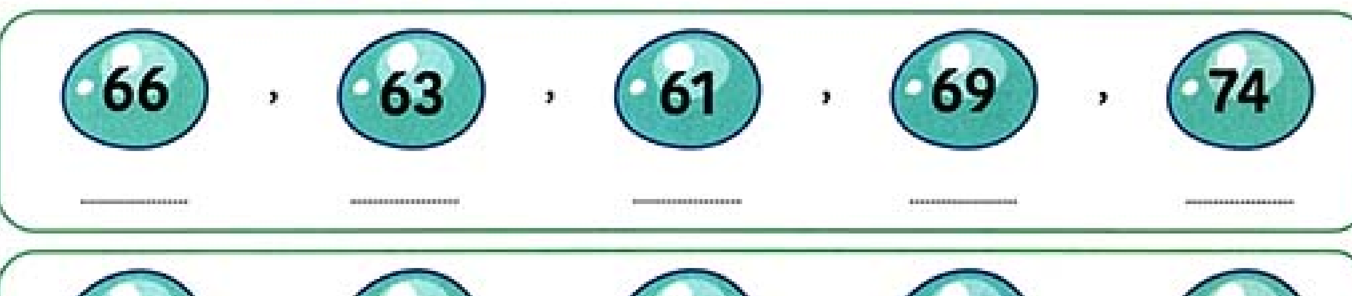
☐ > ☐ > ☐ (sun)

☐ < ☐ < ☐ (pineapple)

☐ > ☐ > ☐ (apple)

☐ < ☐ < ☐ (lantern)

Activity 6 Rewrite the given numbers starting from the greatest to the least:







Parents' Tips:
- Help your child notice the ones digit and the tens digit, then ask him/her to order the numbers.



Activity 7 Find the number, then order:

...... > ...... > ...... > ......

...... < ...... < ...... < ......

8 tens + 4 ones	6 tens + 3 ones	9 ones	9 tens

...... > ...... > ...... > ......

9 tens	3 tens + 5 ones	8 tens + 6 ones	7 tens

...... < ...... < ...... < ......

Parents' Tips:
- Let your child find the number and write it, then order according to the given signs.



Activity 8 **Complete the missing numbers to help Ali reach his house:**

22

40

25

50

52

27

47

32



- How to order four or more two-digit numbers from the least to the greatest and from the greatest to the least.







Subtraction of the multiples of 10

Notice the multiples of 10

10 20 30 40 50 60

70 80 90 100

To subtract 50 – 20

How to subtract 50 - 20

50 – 20 = 30



• Invite your child to count the days of school and ask him/her to draw a circle around the day he/she passed in the calendar.

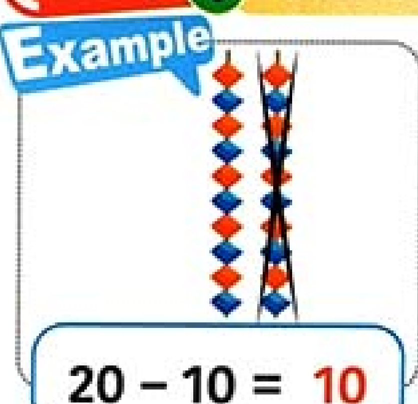


multiple - Subtract

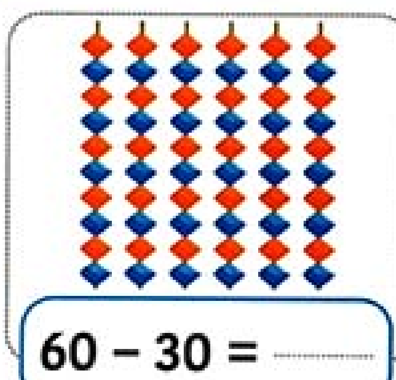


Activity 1 Cross out to subtract the multiples of 10, then complete:

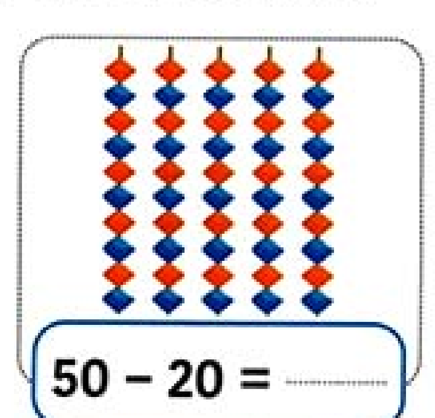
Example



20 − 10 = 10



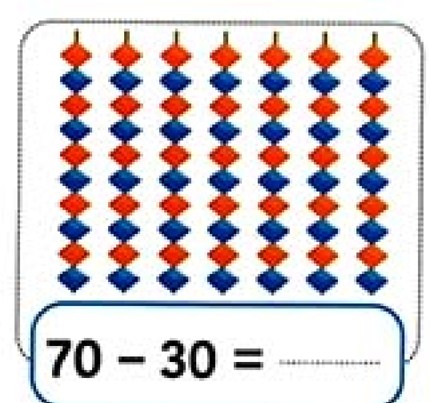
60 − 30 = ...



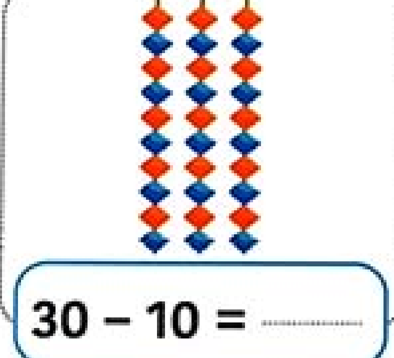
50 − 20 = ...

90 − 40 = ...

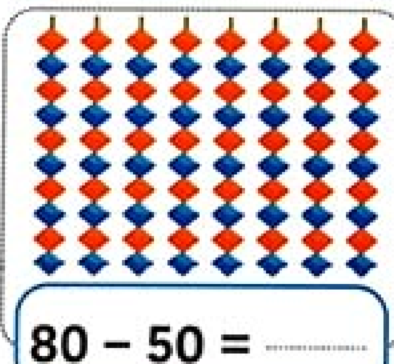
40 − 20 = ...



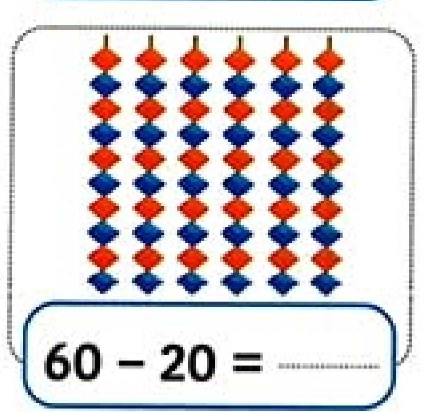
70 − 30 = ...



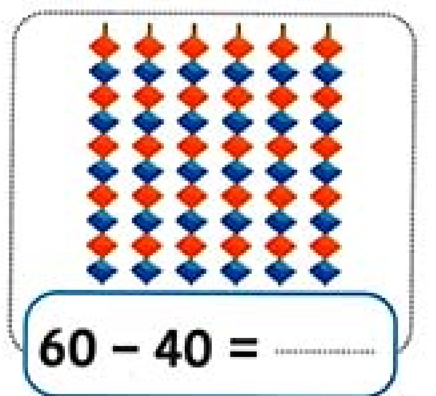
30 − 10 = ...



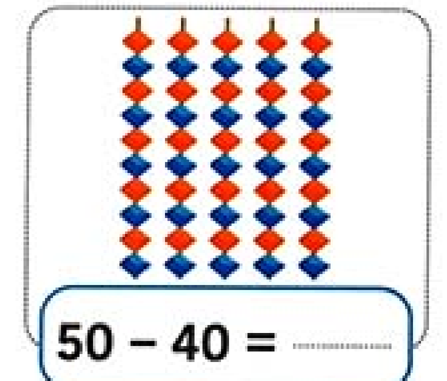
80 − 50 = ...



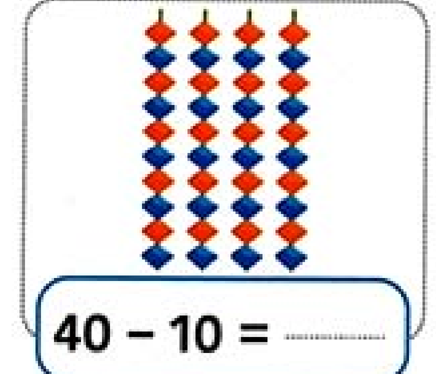
60 − 20 = ...



60 − 40 = ...



50 − 40 = ...



40 − 10 = ...



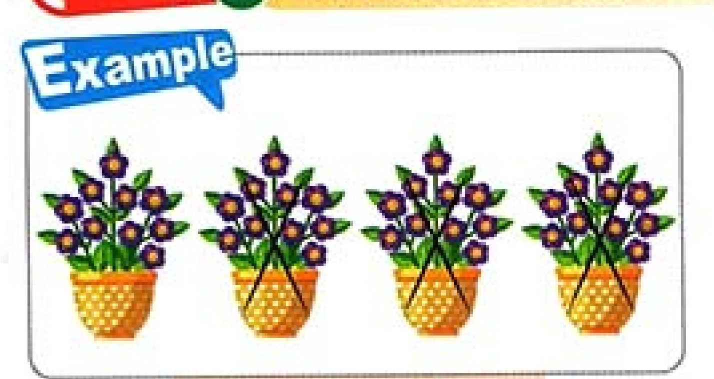
Parents' Tips:

- Assist your child to solve some problems about subtraction of the multiples of 10.



Activity 2 **Subtract and write the result:**

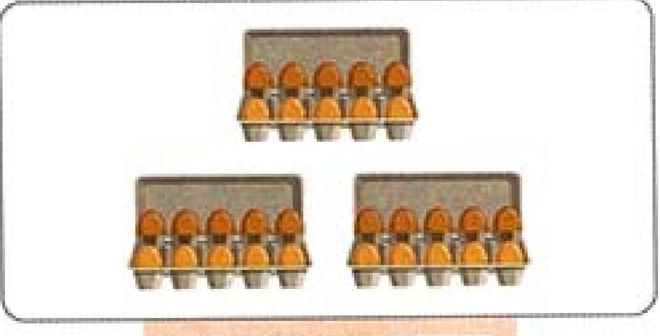
Example



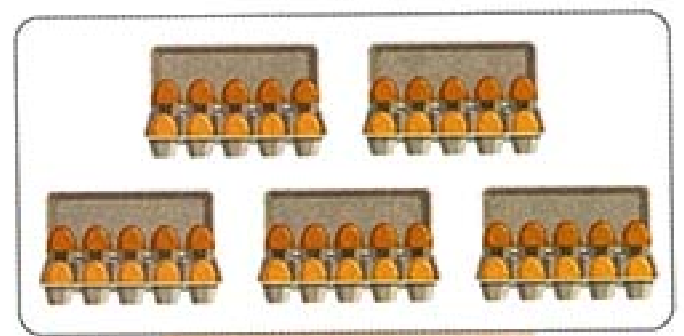
$40 - 30 =$ 10



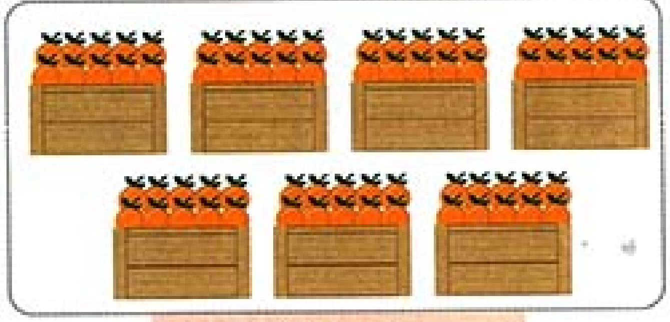
$20 - 10 =$ ....



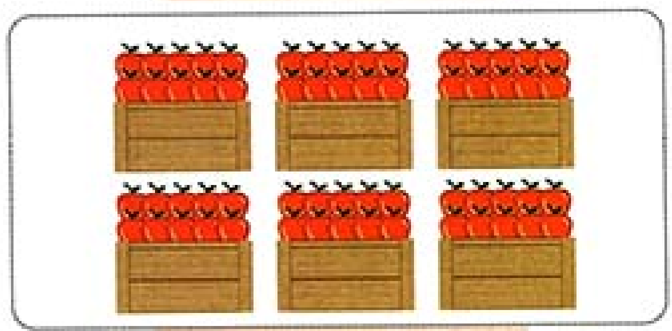
$30 - 20 =$ ....



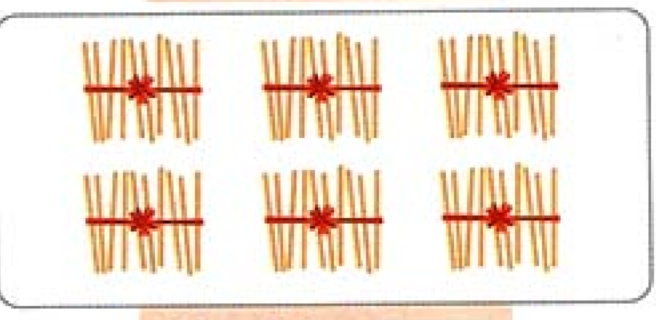
$50 - 50 =$ ....



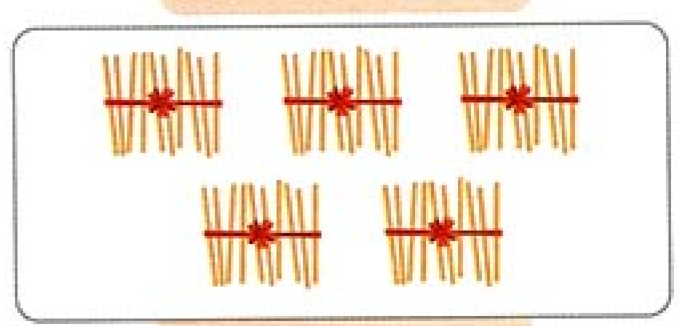
$70 - 20 =$ ....



$60 - 20 =$ ....



$60 - 50 =$ ....



$50 - 30 =$ ....



Parents' Tips:

- Assist your child to solve some problems about subtraction of the multiples of 10.

Lesson 80



How to use the place value to subtract the multiples of 10

Second:
Subtract the tens digit.

The tens digit decreases by 1.

First:
Subtract the ones digit.

The ones digit stays the same.

Tens	Ones
3	0
− 1	0
2	0

Activity 3 Subtract, then complete:

Tens	Ones
2	0
− 1	0
....	....

Tens	Ones
7	0
− 2	0
....	....

Tens	Ones
8	0
− 3	0
....	....

Activity 4 Find the result:



Parents' Tips:
- Encourage your child to recognize how to subtract using the place value.

Activity 5 Read, think, then complete the subtraction sentence:

- Engy had L.E. 90. She bought a T-shirt for L.E. 50. **How much money was left with Engy?**





The left money = ... – .... = ... pounds

Activity 6 Read, think, then complete:

- Ramy had 20 toys. He gave his sister 10 toys. **How many toys does Ramy have now?**



What Ramy has = ... – .... = ... toys

Parents' Tips:
- Encourage your child to recognize how to use subtraction in our daily life.
- Invite him/her to assist you to pay money during buying some objects.



Activity 7 Look at the text, then complete:

WHO AM I?



I am a number. If you subtract me from 30, the result will be 10. ....

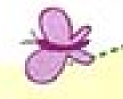
I am a number. If you subtract me from 70, the result will be 40. ....

I am a number. If you subtract me from 60, the result will be 20. ....

I learned



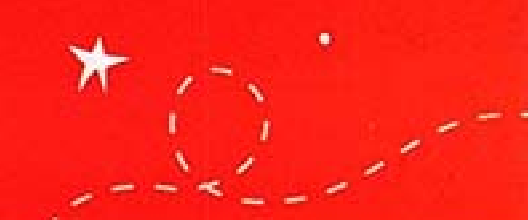
- How to subtract the multiples of 10 from the multiples of 10.







General Activities on Chapter 2



1 Complete:

Example

2 Tens 4 Ones 24 Total	.... Tens .... Ones .... Total	.... Tens .... Ones .... Total
.... Tens .... Ones .... Total	.... Tens .... Ones .... Total	.... Tens .... Ones .... Total
.... Tens .... Ones .... Total	.... Tens .... Ones .... Total	.... Tens .... Ones .... Total
.... Tens .... Ones .... Total	.... Tens .... Ones .... Total	.... Tens .... Ones .... Total

2 How many tens and ones in each number?







3 Circle the value of the red digit in each number:

Example

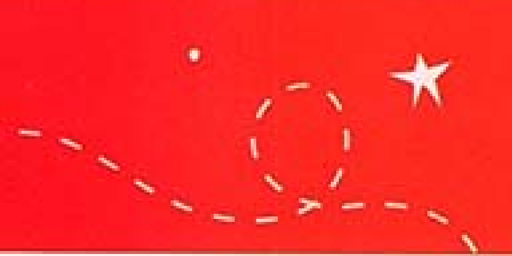
52	32	78	63
(50) 5	20 2	70 7	60 6

25	99	10	87
20 2	90 9	10 1	70 7

4 Compare using (<, >, =):







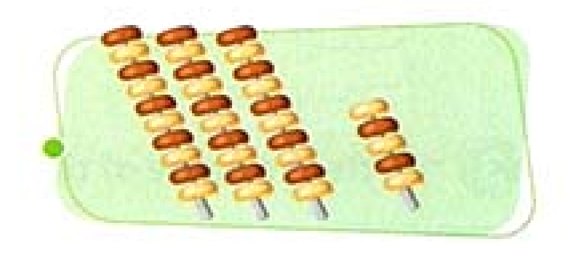


5 Match:



I am made up of
3 tens and **4** ones,
who am I?

34





4 tens + **2** ones



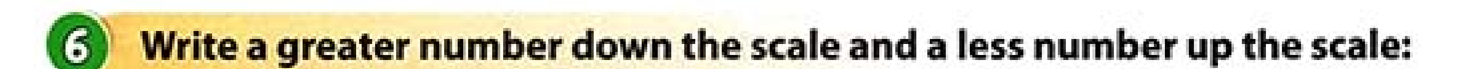
I am made up of
1 ten and **8** ones,
who am I?



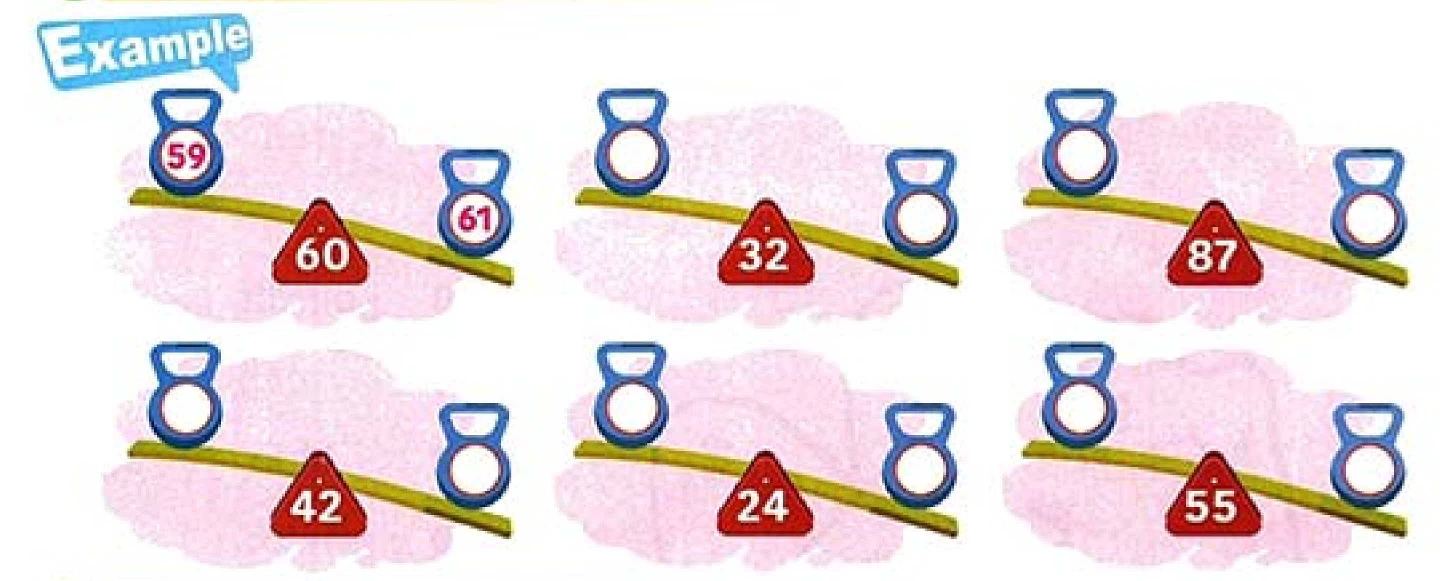
20 + 6



I am made up of
4 tens and **6** ones,
who am I?



6 **Write a greater number down the scale and a less number up the scale:**

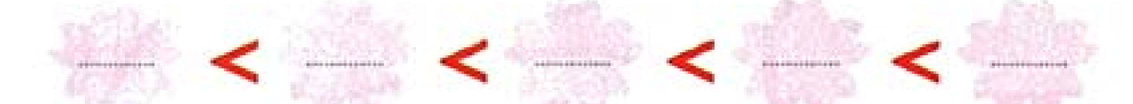


7 **Rewrite the numbers in order from the least to the greatest:**

45 , 80 , 77 , 23 and 19



55 , 50 , 87 , 30 and 52



8 **Read, then answer:**



- Aya had 20 pieces of cupcake. She gave her brother 10 pieces.

How many pieces were left with Aya?



9 **Subtract and color using the color code:**

Color code

10	red	
20	orange	
30	purple	
40	green	
50	blue	
60	yellow	

$$\begin{array}{r} 80 \\ -\ 60 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ -\ 30 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -\ 10 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -\ 50 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -\ 60 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ -\ 10 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ -\ 40 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ -\ 20 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ -\ 10 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -\ 40 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ -\ 30 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ -\ 30 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ -\ 30 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ -\ 40 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ -\ 30 \\ \hline \end{array}$$

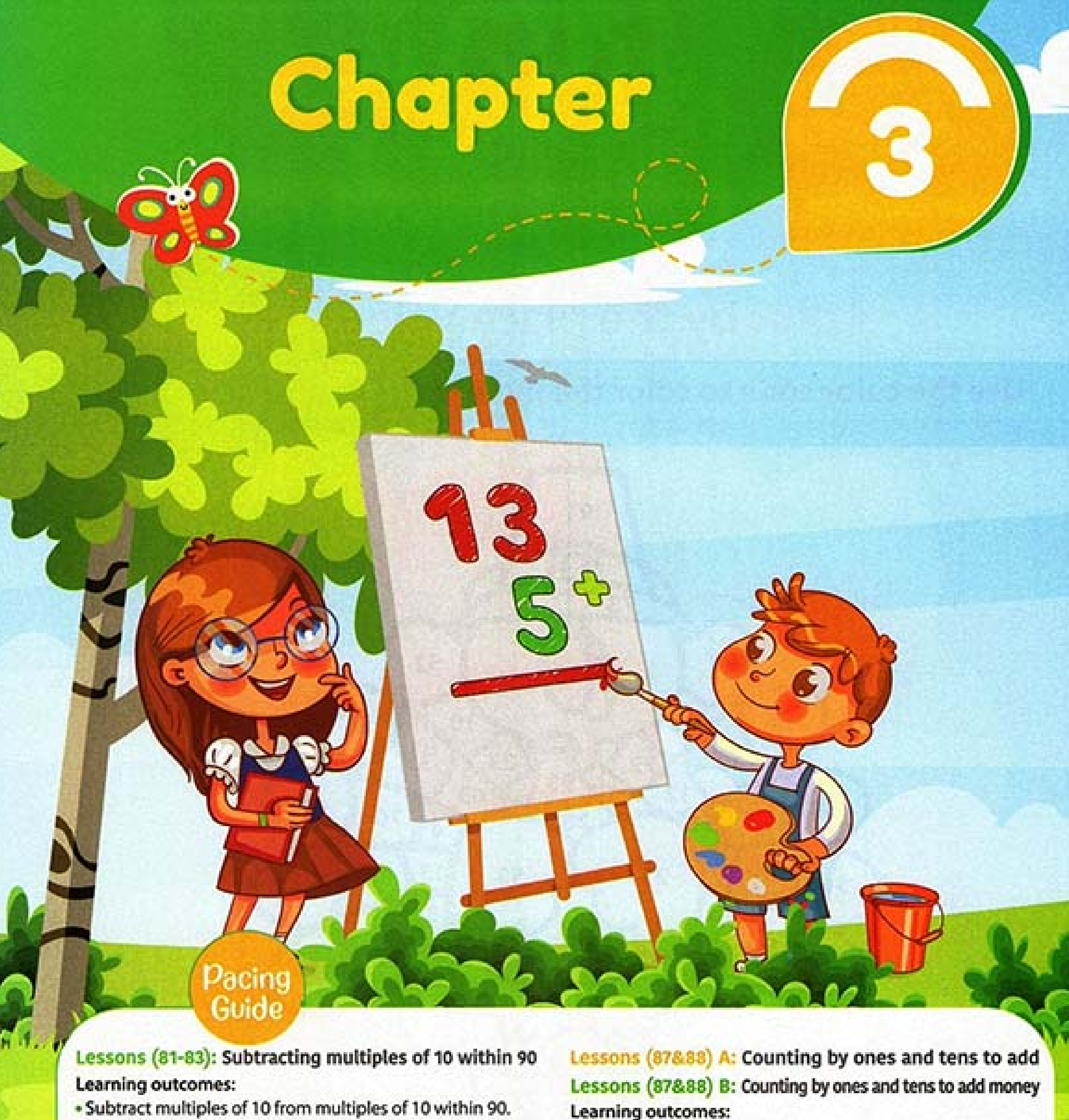
$$\begin{array}{r} 80 \\ -\ 60 \\ \hline \end{array}$$



Color by the place value.

Use the color code to color the picture.

3 in the tens place	3 in the ones place	5 in the tens place	0 in the ones place
brown	red	yellow	orange



Lessons (81-83): Subtracting multiples of 10 within 90

Learning outcomes:

- Subtract multiples of 10 from multiples of 10 within 90.
- Apply place value concepts to solve subtraction problems.

Lessons (84&85): Solving addition story problems within 20

Learning outcomes:

- Apply strategies to solve addition story problems within 20.

Lesson (86): Subtraction story problems within 20

Learning outcomes:

- Solve addition and subtraction problems to find an unknown quantity.
- Apply strategies to solve subtraction story problems within 20.

Lessons (87&88) A: Counting by ones and tens to add

Lessons (87&88) B: Counting by ones and tens to add money

Learning outcomes:

- Count by ones and tens starting at any number.
- Add two-digit and one-digit numbers within 20.
- Count backward and forward by ones and tens starting at any number.
- Subtract one-digit and two-digit numbers within 20.

Lessons (89&90) A: Counting by ones and tens to subtract

Lessons (89&90) B: Counting by ones and tens to subtract money

Learning outcomes:

- Apply strategies to add and subtract amounts of money within 100 Egyptian pounds.



TOYS

L.E. 30

L.E. 20

L.E. 50

L.E. 60

I have L.E. 70, what toys can I buy?
If I want to buy a ball and a doll,
how much money will be left with me?

That is what we
will learn on
this chapter.

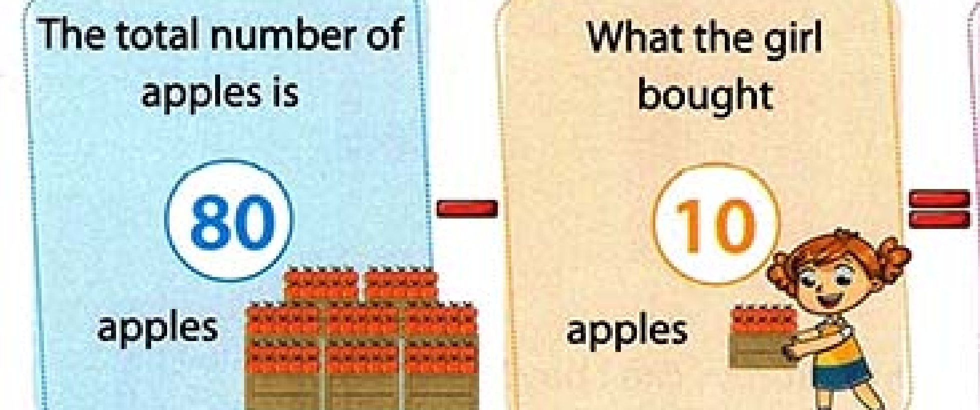


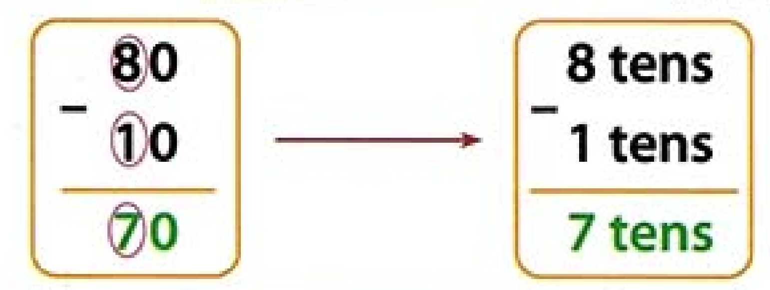


Subtracting multiples of 10 within 90

The fruiterer has 80 apples. If the girl bought 10 apples, how many apples were left?







The number of apples which were left is 70 apples.





Daily Practice:

- Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Key words:

Subtracting - Multiples - Tens - Ones.



Activity 1 Use the place value to subtract:

Example

	Tens	Ones
	9	0
−	4	0
	5	0

	Tens	Ones
	4	0
−	3	0

	Tens	Ones
	7	0
−	2	0

	Tens	Ones
	6	0
−	1	0

	Tens	Ones
	3	0
−	1	0

	Tens	Ones
	6	0
−	3	0

	Tens	Ones
	5	0
−	2	0

	Tens	Ones
	2	0
−	1	0

	Tens	Ones
	5	0
−	4	0

	Tens	Ones
	1	0
−	1	0

	Tens	Ones
	8	0
−	5	0

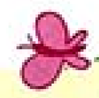
	Tens	Ones
	3	0
−	2	0

	Tens	Ones
	6	0
−	4	0

	Tens	Ones
	7	0
−	3	0

	Tens	Ones
	4	0
−	2	0

	Tens	Ones
	9	0
−	6	0



Parents' Tips:
- Assist your child to understand how to use the place value to subtract multiples of 10 from multiples of 10 within 90.
- Help your child to solve some problems about subtracting multiples of 10.

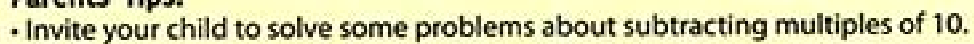


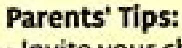


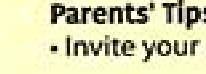
Activity 2 Subtract, then match equal results:

Example

7 tens – 6 tens	8 tens – 2 tens
8 tens – 3 tens	7 tens
60 – 20	10
90 – 20	8 tens
6 tens – 3 tens	9 tens – 5 tens
80 – 0	20
70 – 10	80 – 50
9 tens – 7 tens	50







Parents' Tips:

- Invite your child to solve some problems about subtracting multiples of 10.

Activity 3 Subtract each of the following numbers:



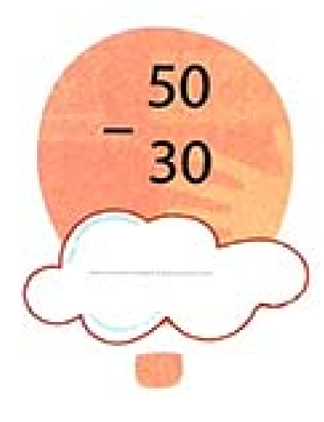
90
− 10

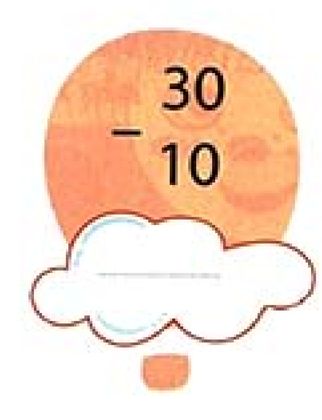


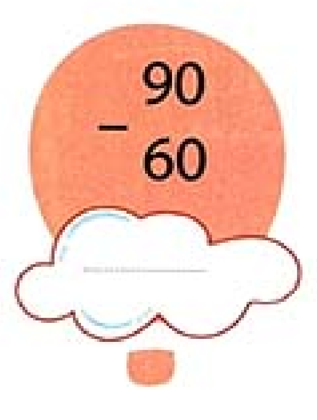


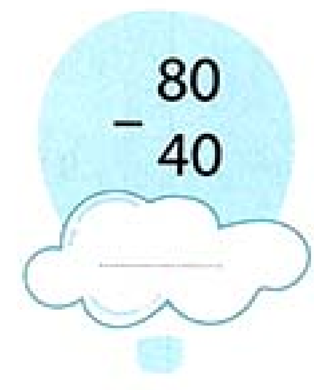
















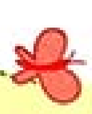


Parents' Tips:
- Invite your child to solve some problems about subtracting multiples of 10.



Activity 4 Subtract, then match the equal results:

9 tens – 3 tens = ... tens	40	6 tens – 3 tens = ... tens
7 tens – 4 tens = ... tens	60	8 tens – 2 tens = ... tens
3 tens – 2 tens = ... tens	50	8 tens – 3 tens = ... tens
8 tens – 4 tens = ... tens	30	5 tens – 1 tens = ... tens
6 tens – 1 tens = ... tens	10	9 tens – 8 tens = ... tens





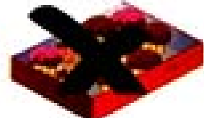
Parents' Tips:
- Invite your child to solve some problems about subtracting multiples of 10.

Activity 5 Read and answer:

The baker makes 60 cakes in his shop daily.



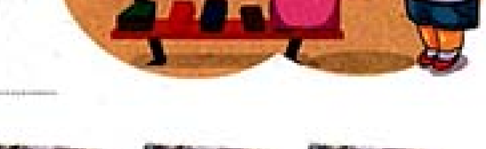
- He sells 40 cakes in the morning.
- How many cakes are left to sell in the afternoon?
- The number of cakes which are left = ... – .... = ... cakes

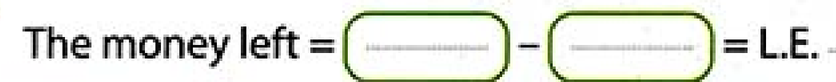
     

Activity 6 Read and complete:

Hesham has L.E. 80,
he bought a T-shirt for L.E. 30.

How much money was left with him?





The money left = ... – .... = L.E. ....



I learned

- **How to subtract multiples of 10 from multiples of 10 within 90 using the place value.**
- **How to use subtraction of multiples of 10 in our daily life for buying and selling.**







Solving addition story problems within 20



Salma had 3 apples,
her mother gave her some more apples.
Now she has 7 apples.
How many apples did Salma's mother give her?



We can solve this story problem using different strategies as



Counting up strategy	Drawing pictures strategy	Subtracting strategy




Daily Practice:

- Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Key words:

Drawing pictures - Counting up - Subtracting - Story problem





Counting up strategy

- Start count after 3 until 7

$3 + 4 = 7$

Then Salma's mother gave her 4 apples.

Drawing pictures strategy



Salma starts with

Now Salma has



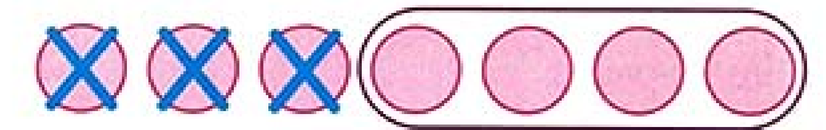
$3 + 4 = 7$

Then Salma's mother gave her 4 apples.

Subtracting strategy using number family

- Draw 7
- Cross out 3





- There are 4 more

$3 + 4 = 7$

$7 - 3 = 4$

Fact family

$3 + 4 = 7$
$7 - 3 = 4$
$7 - 4 = 3$

Then Salma's mother gave her 4 apples.

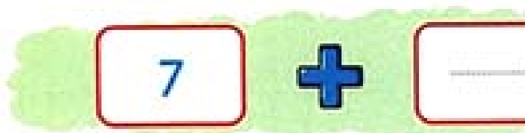
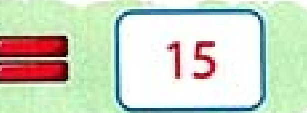


Key words:
Cross out

Activity 1 Read, then solve (using counting up strategy):

- There are 7 children playing in the garden some other children joined them. Now there are 15 children in the garden. Find the number of children who joined.



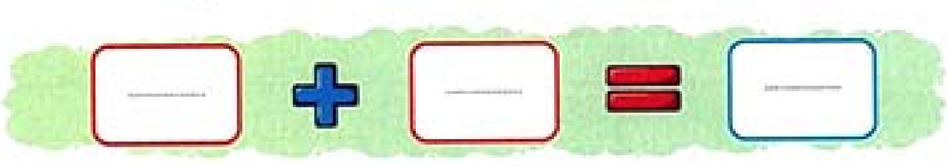



7 + ... = 15

The children who joined the others are  ...... children

- If Marwa has 6 pencils and she wants to buy some other pencils as she wants to have 16 pencils. How many pencils should she buy?





...... + ... = ...

Marwa will buy ...... pencils.

- Ahmed read 17 pages of a story and he wants to finish reading it. If the story has 20 pages, how many pages will Ahmed read to finish this story?





...... + ... = ...

Ahmed will read ...... pages.



Parents' Tips:
- Let your child use counting up strategy to find the unknown.



Activity 2 **Read, then solve (using Drawing picture strategy):**



- Maged scored 4 goals in the first round and some other goals in the second round. If he scored at the end of the match 12 goals, how many goals did he score in the second round?

The drawing area	

Maged scored ...... goals in the second round.



- Kenzy has 4 pounds in her pocket. She asked her father to give her some money as she wants to buy an ice cream for 9 pounds. How many pounds should her father give her?

The drawing area	

Kenzy's father should give her ...... pounds.



- There are 3 rabbits on a farm, some other rabbits joined them. Now the number of all rabbits is 8. How many rabbits joined them?

The drawing area	

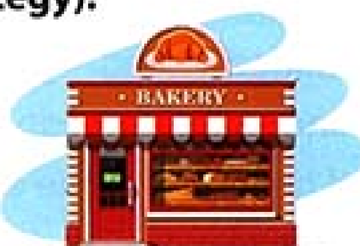
The number of rabbits which joined them is ....



Parents' Tips:
- Encourage your child to learn how to use addition in his/her daily life.



Activity 3 **Read, then solve (using subtracting strategy):**



- A baker sells 2 boxes of cake.
  If he wants to reach his goal to sell 8 boxes of cake,
  how many boxes should he sell?

The drawing area

The number of boxes which the baker should sell is ____ boxes.



- Samy had 5 fish in his aquarium,
  his grandfather bought him some fish,
  now he has 11 fish.
  How many fish did his grandfather buy him?

The drawing area

The number of the bought fish ____ fish.





- Dalia picked 2 red flowers,
  she bought some yellow flowers.
  Now she has 7 flowers.
  How many yellow flowers with Dalia?

The drawing area




Parents' Tips:
- Let your child find the unknown of each problem using subtracting strategy.

Activity 4 **Using subtracting strategy, cross out to get the missing unknown:**

8 + ... = 15

10 + ... = 20

5 + ... = 12

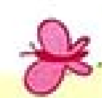
Note that

- The fact family can help us to find the missing (unknown).

  7 + 8 = 15

  15 – 8 = 7

  15 – 7 = 8

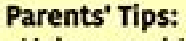




Activity 5 **Match each key with the suitable lock to find the unknown number:**

Keys	Locks
$8 + __ = 16$	7
$11 + __ = 18$	10
$14 + 5 = __$	8
$__ + 10 = 20$	19

Parents' Tips:
- Help your child find the unknown quantity in addition problems using the relation between addition and subtraction.





Activity 6 **Find the missing number, then color each apple using the code below:**

$2 + ___ = 12$

$15 + 4 = ___$

$10 + ___ = 20$

$18 + 1 = ___$

$___ + 6 = 20$

$14 + 1 = ___$

$4 + ___ = 18$

$___ + 3 = 18$

$11 + 4 = ___$

$___ + 10 = 15$

$10 + 10 = ___$

$___ + 16 = 18$

$12 + 7 = ___$

$19 + 1 = ___$

$13 + 5 = ___$

20 pink
19 orange
5 green
10 white
18 blue
15 brown
2 yellow
14 purple

I learned

- How to solve addition story problems within 20.
- How to solve addition problems to find an unknown quantity.
- How to use the relation between addition and subtraction to solve story problems.





Subtraction story problems within 20

There are 15 children in a bus.
Some of them left the bus.
If there are 7 children in the bus now,
how many children left the bus?

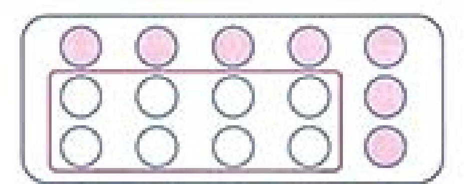




We can solve this story problem using different strategies

15 − 8 = 7

Drawing pictures strategy



- Draw 15 circles as the total number.
- Color 7 circles as the left number.
- Count the uncolored circles we get 8 which is the unknown number.

15 − 8 = 7

Counting on strategy

- Write the sentence of subtraction.

15 − ...... = 7

- We can write this sentence in another way using addition.

7 + ... = 15

- To find the unknown count on after 7 to reach 15 we get 8

Then, 15 − 8 = 7



Daily Practice:

- Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Key words:

Fact family - Left - Drawing pictures

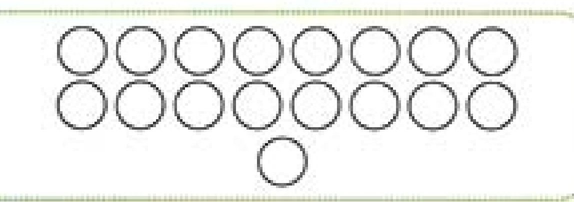


Activity 1 Read, then solve (using drawing strategy):

- Sara has **17** strawberries.
  She gave her sister some of them.
  If **9** strawberries are left with Sara,
  how many strawberries did Sara give her sister?



The drawing area



Sara gave ____ strawberries for her sister.

- There are **16** corn cobs with Farah.
  If she ate some of them and **14** are left with her.
  How many corn cobs did Farah eat?



The drawing area

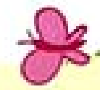
Farah ate ________ corn cobs.

- There are **20** hens on a farm,
  some of them went away.
  Now, **12** hens are left in the farm.
  How many hens are missed?



The drawing area

There are ____ missed hens.



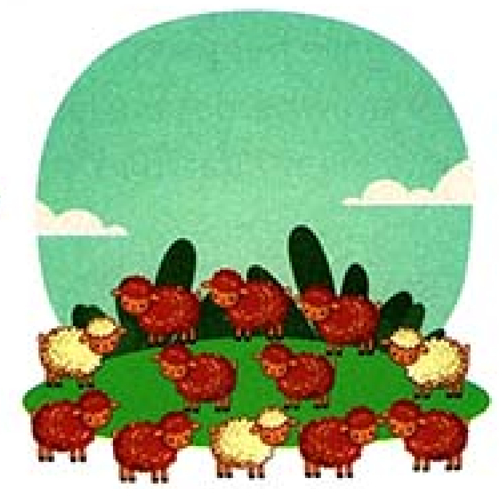
Parents' Tips:
- Let your child find the unknown using drawing picture strategy.

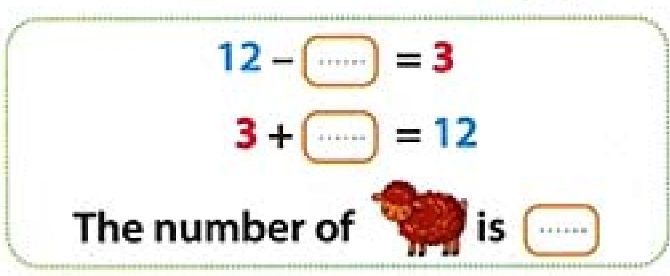


Activity 2 **Read, then solve (using counting on strategy):**

- If there are 12 sheep in a farm,
  some of them are brown,
  and 3 of them are white.
  How many brown sheep are in the farm?







$12 - \square = 3$

$3 + \square = 12$

The number of brown sheep is ......



- There are 20 students in a class,
  some of them are girls and some are boys.
  If the number of boys is 14,
  then how many girls are there in the class?

$20 - \square = 14$

$14 + \square = 20$

The number of girls is ......



- There are 17 carrots,
  a rabbit ate some of them
  and 8 carrots are left.
  How many carrots did the rabbit eat?

$17 - \square = 8$

$8 + \square = 17$

The number of eaten carrots is ......





Parents' Tips:
- Let your child find the unknown using the fact family.

Activity 3 Complete the story:



• Iten had 13 pencils,
her mum took ...... of them.
The left pencils with her are 8.



• There are 16 ducks in a lake,
...... left.
Now, there are 8 ducks.



• Salah has 9 oranges,
his sister ate ...... oranges,
Now, there are 5 oranges left with him.

• Saleem has 15 books,
his friend borrowed ...... of them.
Now, the left are 9 books.





• Adel has 7 pencils,
he gave his friend ...... pencils.
Now, he has 2 pencils.



Parents' Tips:
• Let your child find the missing unknowns.



Activity 4 Use the following numbers to find the unknown:

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

6 − ☐ = 3

9 − 4 = ☐

18 − ☐ = 8

18 − 1 = ☐

20 − ☐ = 10

15 − ☐ = 7

Parents' Tips:

- Encourage your child to solve some subtraction problems, including an unknown quantity.

Activity 5 A toy shop makes a discount on the toys. Complete the table:

OBJECTS	Price	Discount	Paid
Example	L.E. 18	L.E. 4	L.E. 14
	L.E. 16	L.E.	L.E. 11
	L.E.	L.E. 10	L.E. 10
	L.E. 20	L.E. 8	L.E. ....
	L.E.	L.E. 6	L.E. 13

I learned

- How to solve subtraction story problems within 20.
- How to solve subtraction problems to find an unknown quantity.
- How to use subtraction problems in our daily life.



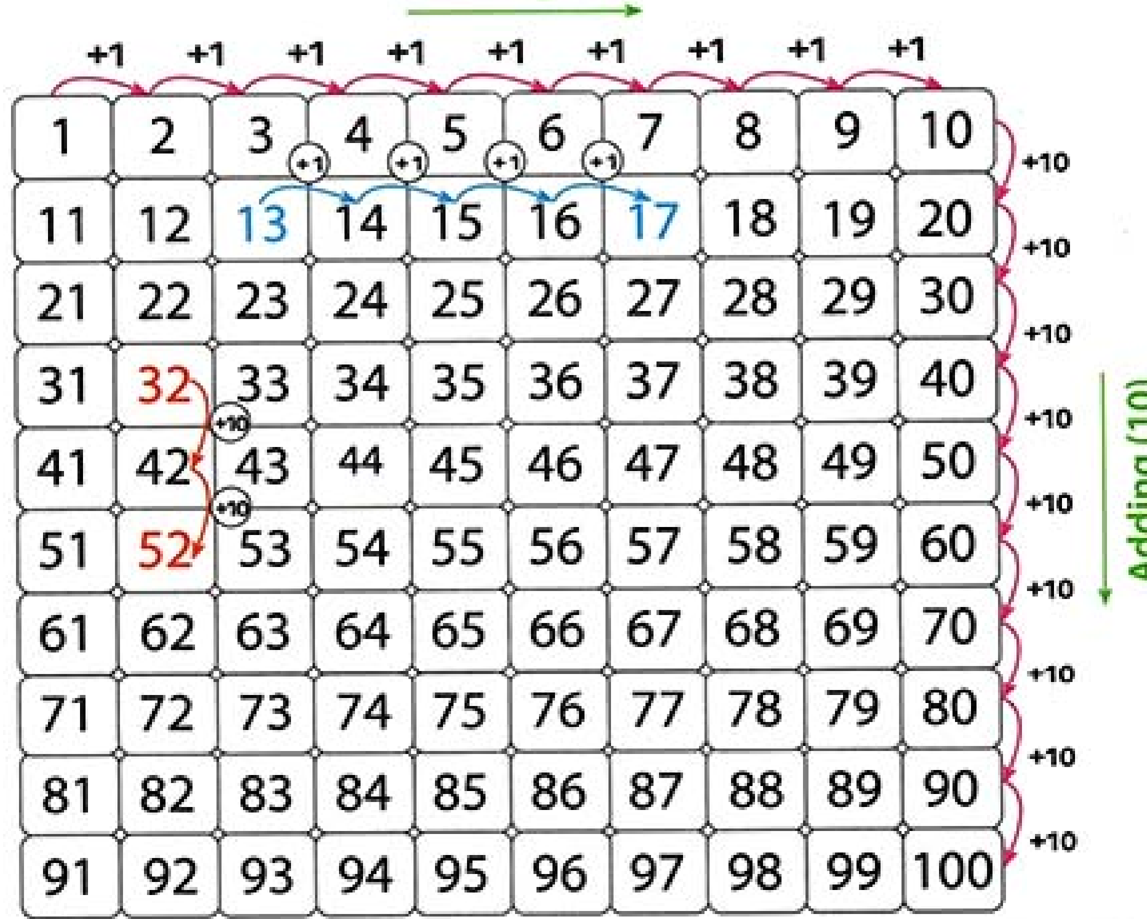




(A) Counting by ones and tens to add



You can use 100 chart to add two numbers by:
- Counting ones (**forward**)
- Counting tens (**downward**)



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

To add: 13 + 4

- Start with **13**, then move forward 4 steps.

You got **17**.

So, 13 + 4 = 17

To add: 32 + 20

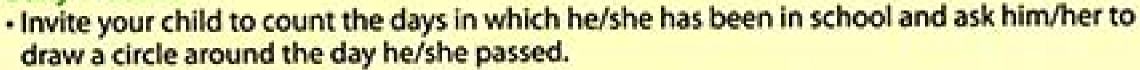
- Start with **32**, then move downward 2 steps.

You got **52**.

So, 32 + 20 = 52




Daily Practice:


- Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.


Key words:

Count - Ones - Tens - Add - Move forward - Move downward - 100-chart.



Activity 1 Start with the given number to complete by adding tens:

Example

10	20	30	40	50	60	70	80

26							

9							

16							

20							

Activity 2 Fill in the missing numbers using counting by tens and ones:

31			34				38		40
			54						
71									80

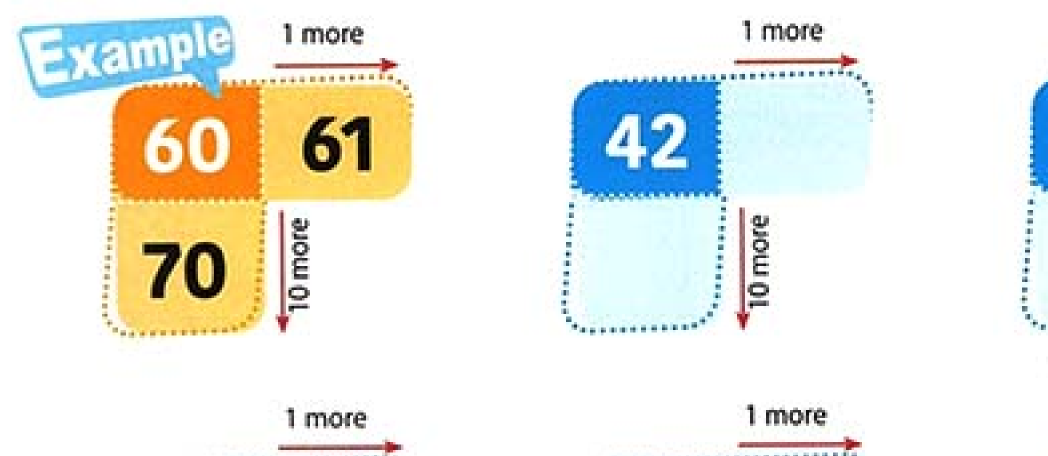


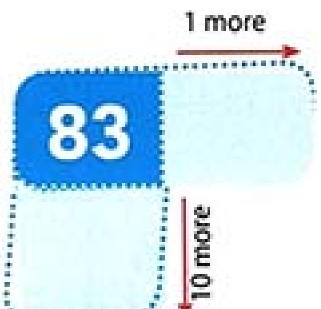
Parents' Tips:
- Ask your child to use the 100-hundred chart and number line to count by tens and complete the missing numbers, then repeat the practice with him/her through different activities.

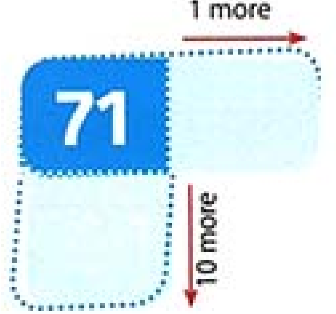


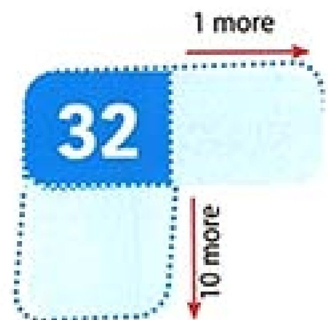


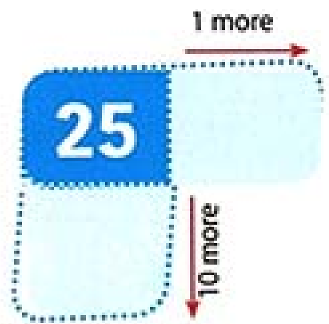
Activity 3 Start with the given number to find the others according to the rules:



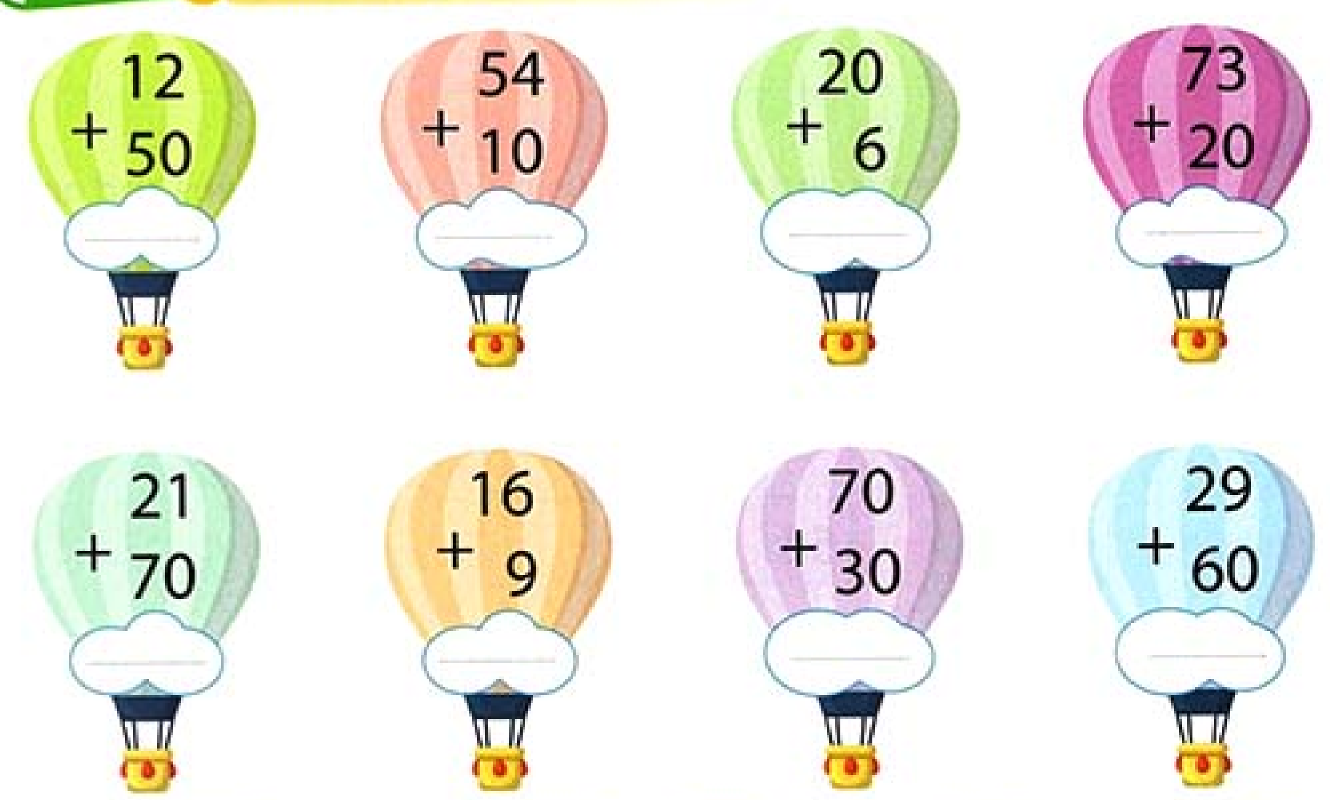








Activity 4 Add using 100-chart:





Parents' Tips:
- Let your child find the numbers 1 more or 10 more than a given number.





(B) Counting by ones and tens to add money






1 pound (L.E.1)



5 pounds (L.E. 5)



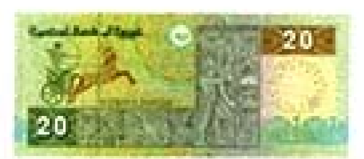
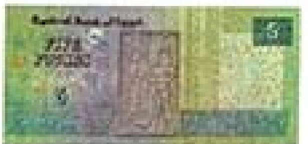
10 pounds (L.E.10)

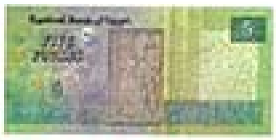


20 pounds (L.E. 20)



50 pounds (L.E. 50)

To add:   

- Start with the greatest banknote which is 
- Count by  one time after 20 to reach 30 pounds.
- count by 1 five times  after 30 to get 35 pounds.

So, the total amount is L.E.35



Daily Practice:

- Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Key words:


Add - Tens - Ones - Pounds (L.E.) - Forward

Activity 5 Write the total amount of money, then match each toy to its price:

Example

L.E. 25 — L.E. 25

L.E. .... — L.E. 100

L.E. .... — L.E. 97

L.E. .... — L.E. 25

L.E. 75



Parents' Tips:

- Invite your child to recognize different notes of money as 5 pounds, 20 pounds and 50 pounds and ask him/her to write the value of some amounts of money.



Activity 6 Write the amount of money in each of the following:


L.E. ....


L.E. ....


L.E. ....

Activity 7 Complete to get the price:

Example

price: L.E. 25

price: ....

price: ....

price: ....

Pizza slice L.E. 15

Hot dog L.E. 10

Beef burger L.E. 5

Cheese burger L.E. 20

Fish and chips L.E. 50



How to add by ones and tens using 100-chart and money.









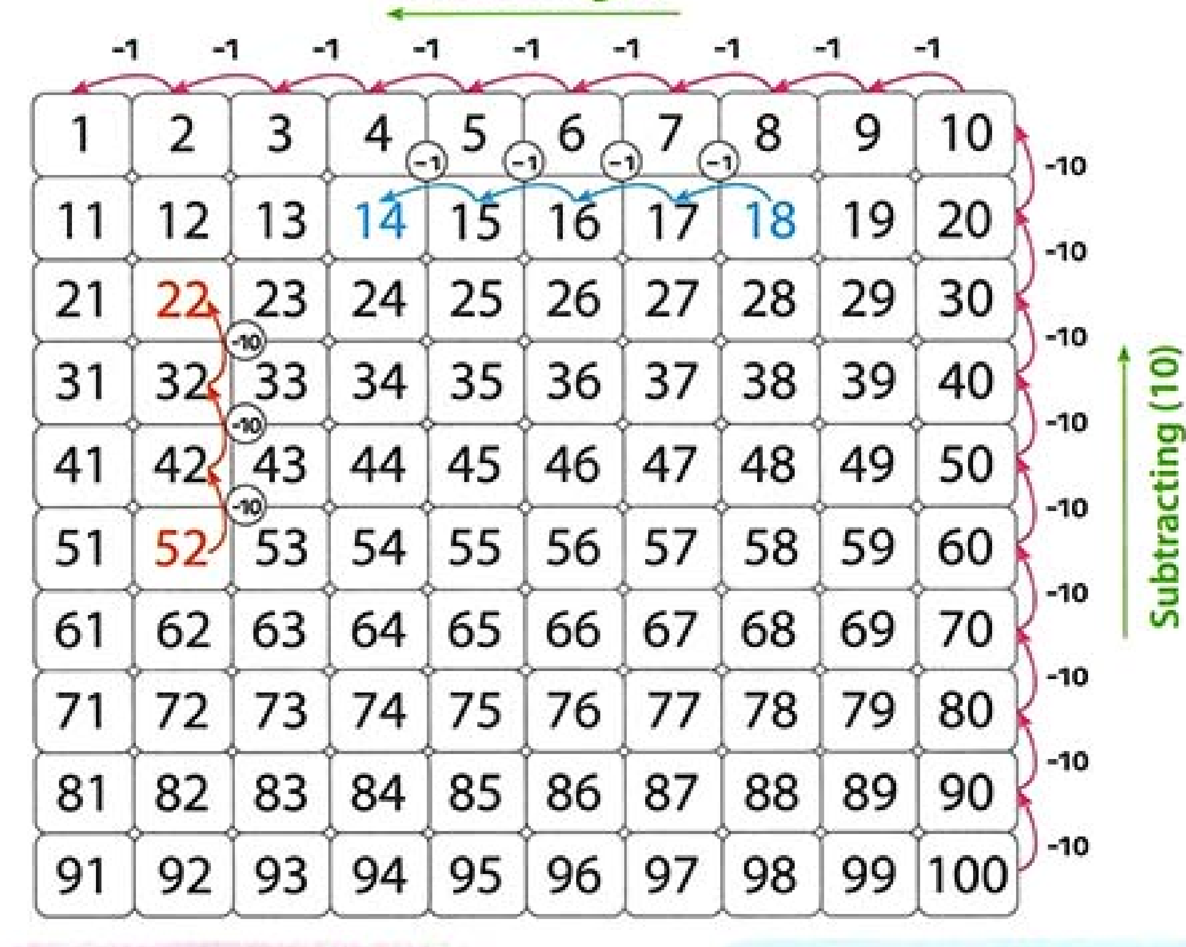
(A) Counting by ones and tens to subtract



You can use 100-chart to subtract two numbers by:

- Counting by ones (**backward**)
- Counting by tens (**upward**)

Subtracting (1)



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

To subtract: 18 – 4

- Start with **18**, then move backward 4 steps.

You got **14**.

So, 18 - 4 = 14

To subtract: 52 – 30

- Start with **52**, then move upward 3 steps.

You got **22**.

So, 52 - 30 = 22





Daily Practice:

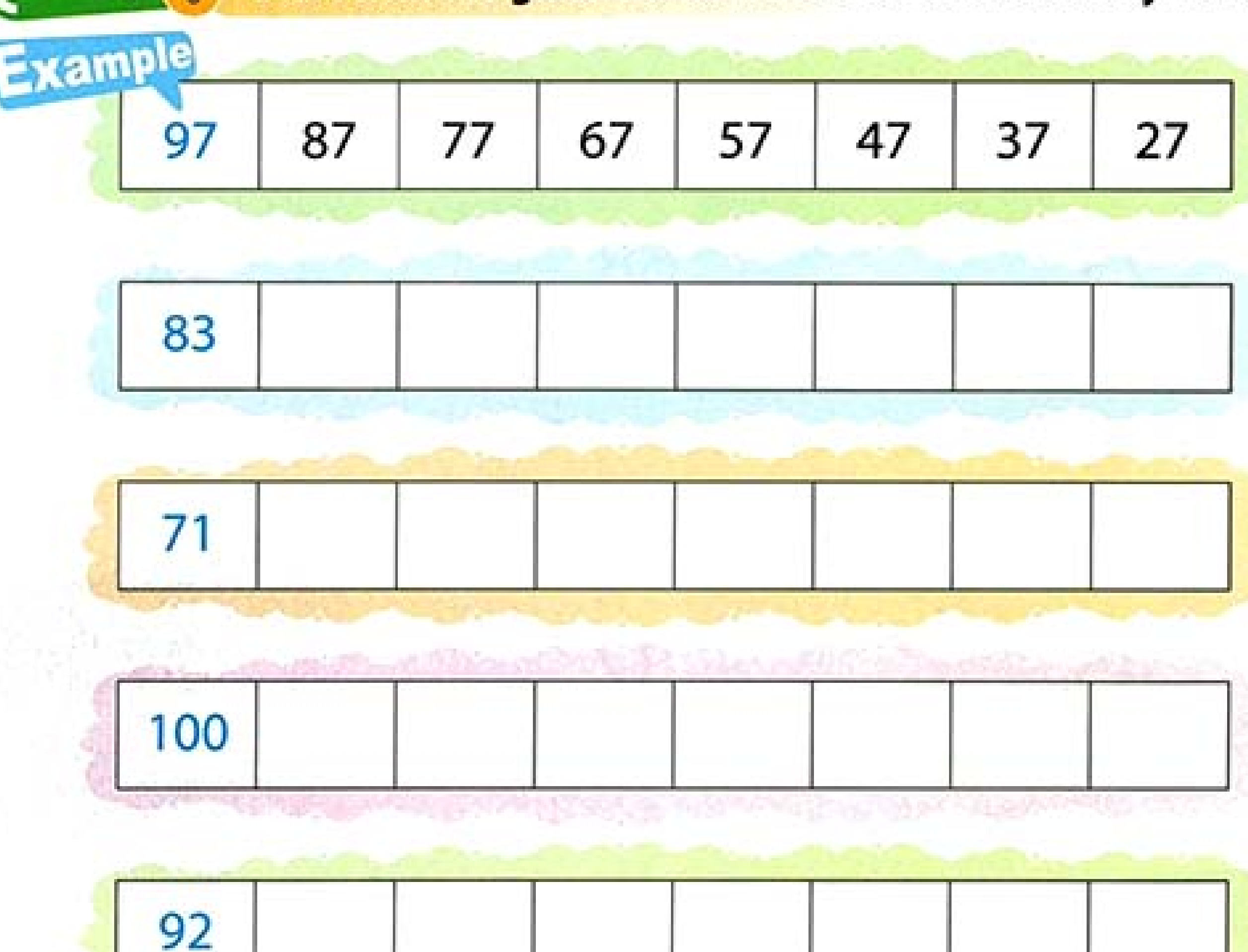
- Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Key words:

Count - Subtract - Ones - Tens - 100 chart - Move backward - Move upward



Activity 1 Start with the given number to count backward by tens:



Example

97	87	77	67	57	47	37	27
83							
71							
100							
92							

Activity 2 Fill in the missing numbers using adding by ones and tens (you can use hundred chart):

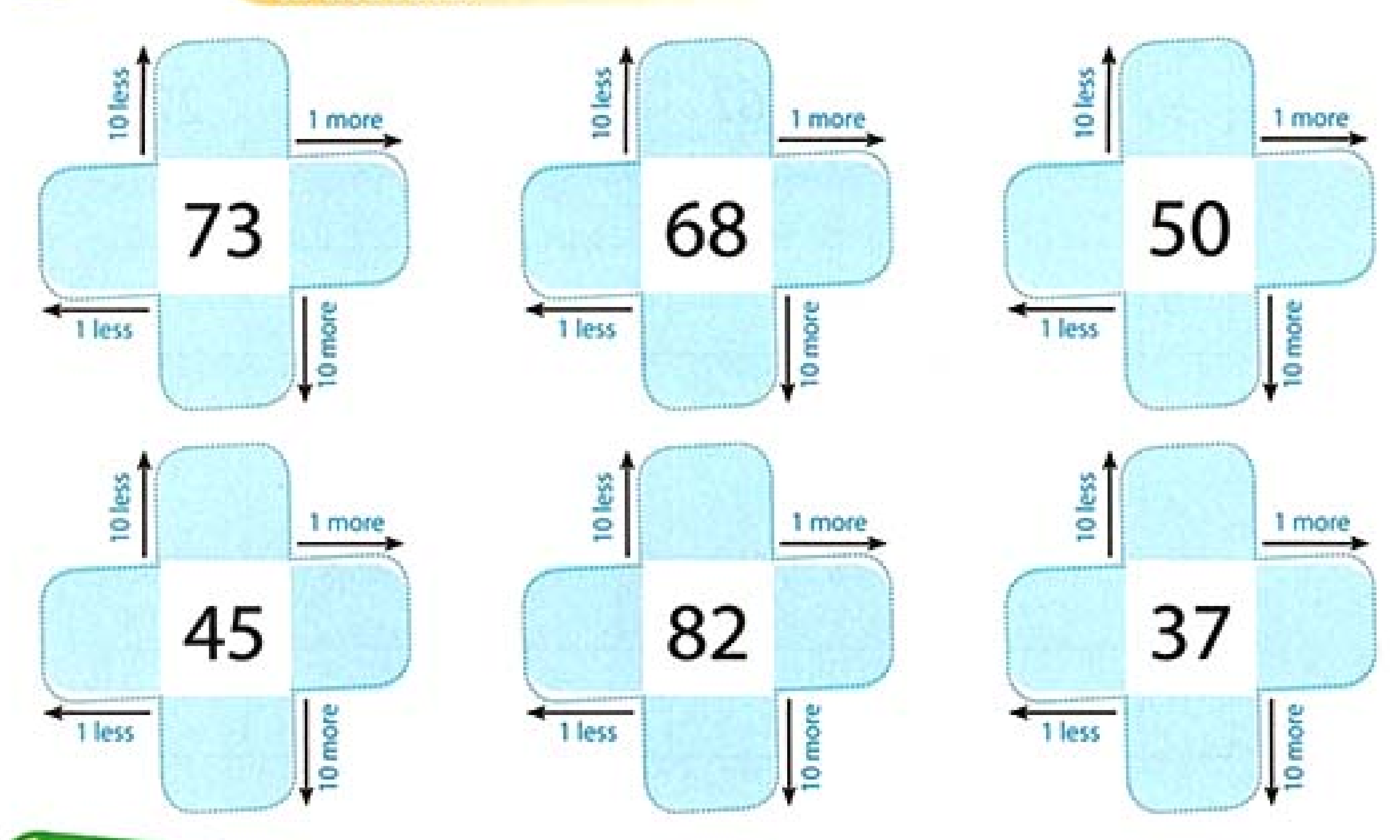
				25					30
					46				
	52								
				65			68		



Parents' Tips:

- Ask your child to use the hundred chart and number line to count by tens and complete the missing numbers, then repeat the practice with him/her through different activities.

Activity 3 **Start with the given number to find the missing according to the rule:**



Activity 4 **Subtract using 100-chart:**





Parents' Tips:

- Let your child find 1 more, 10 more, 1 less, and 10 less than a given number.



(B) Counting by ones and tens to Subtract money






1 pound (L.E.1)



5 pounds (L.E. 5)



10 pounds (L.E.10)

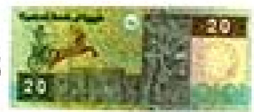


20 pounds (L.E. 20)



50 pounds (L.E. 50)

To subtract:  from 50 pounds 

- Start with **50** pounds.
- Count backward by 10 two times  you will reach 30 pounds.
- Count backward by 10 one time  you will reach 20 pounds.
- Count backward by 1 five times  you get 15 pounds.

So, the left money is L.E. 15



Daily Practice:

- Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Key words:

Subtract - Tens - Ones - Pounds (L.E.) - Backward



Activity 5 **Observe the prices, then complete:**

LET'S GO SHOPPING

L.E. 30

L.E. 20

L.E. 50

L.E. 10

price → Pay → How much change?

Example

L.E. 40

L.E. ....

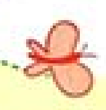


L.E. ....



L.E. ....





Parents' Tips:

- Go with your child to any market and allow him/her to buy some things and let him/her pay the money by him/herself.

Activity 6 **Read and complete:**

• Hany and Salma have the following amounts of money:



• Hany wants to buy some presents for 90 pounds,
circle the notes of money which he needs:



• Salma wants to buy some presents for 40 pounds,
circle the notes of money which she needs:





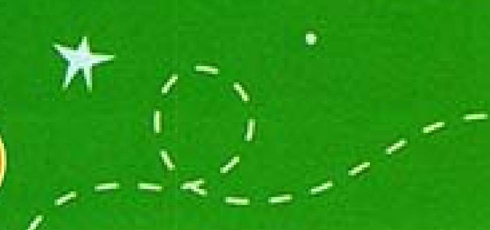
I learned



• How to subtract by ones and tens using 100-chart and money.







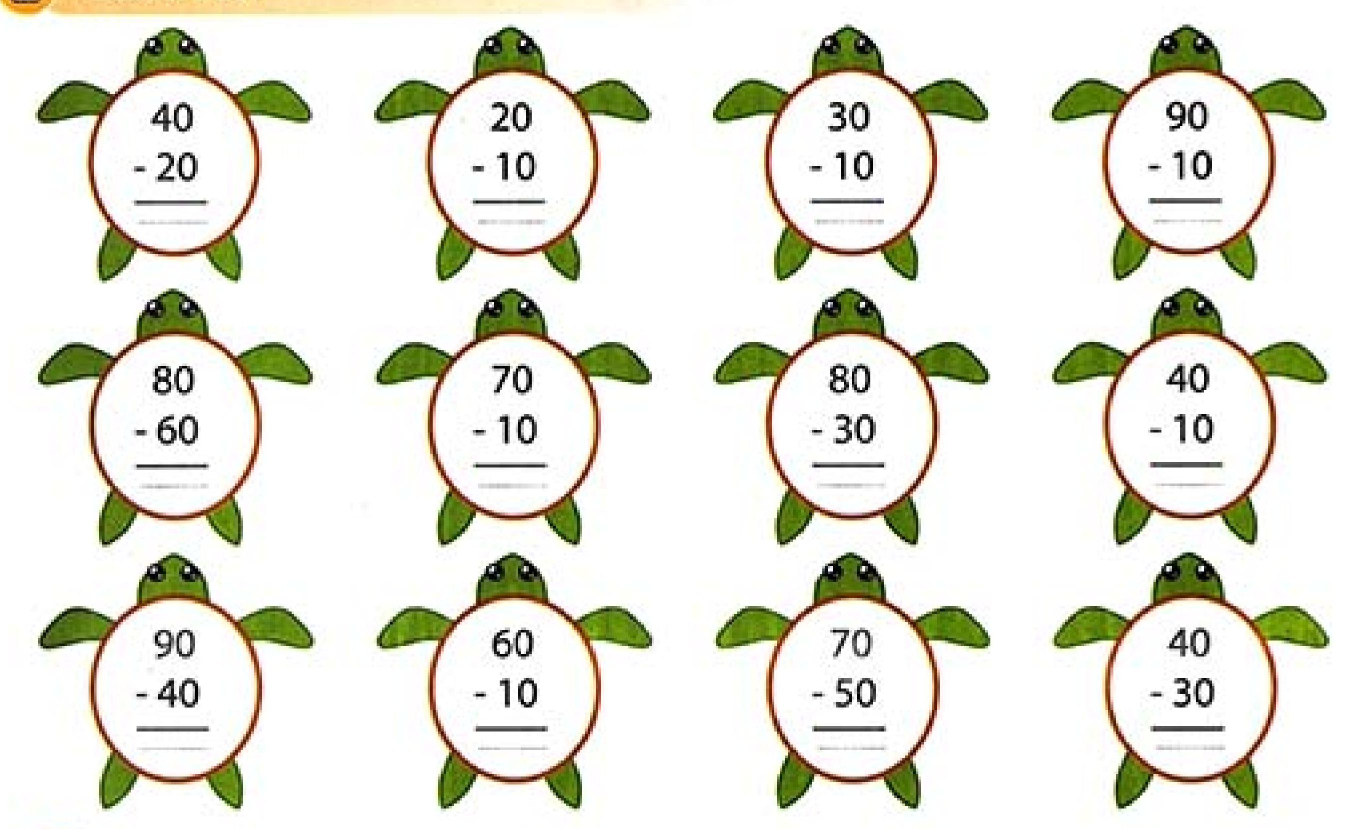
General Activities on Chapter 3

1 Fill the missing numbers:

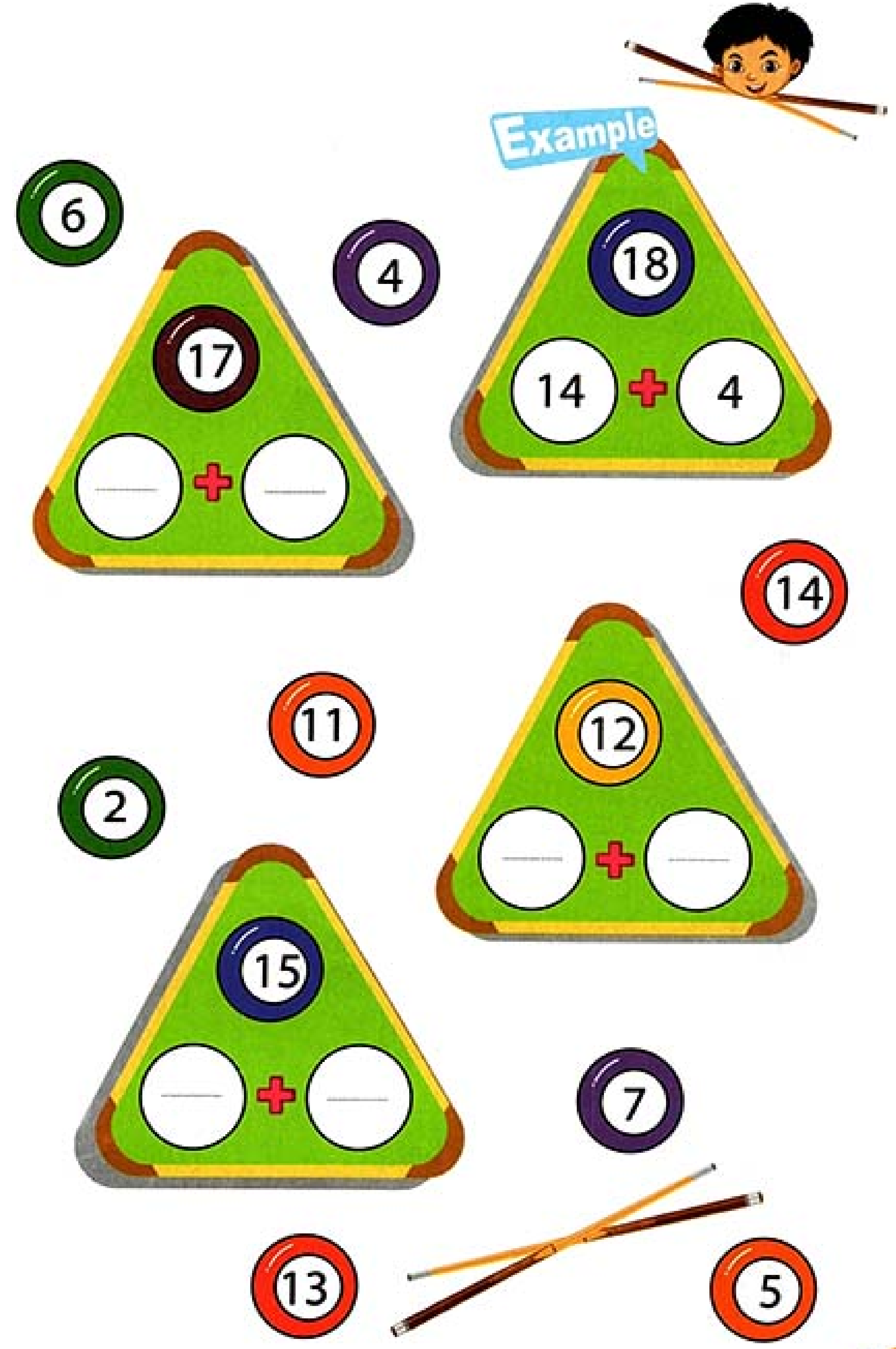


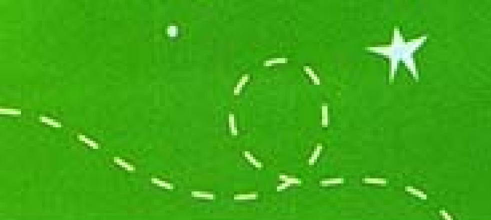
1	2	3	4	5	6	7	8	9	10
11	......	13	14	15	16	17	18	19	20
21	22	23	......	25	26	27	......	29	30
31	......	33	34	35	36	37	......	39	40
41	42	43	......	45	......	......	......	49	50
51	52	53	54	......	56	57	58	59	60
61	62	63	64	65	......	67	......	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	......	87	88	89	90
91	92	93	94	95	......	97	98	99	100

2 Subtract:



3 Use the numbers on the outside circles to fill inside circle:



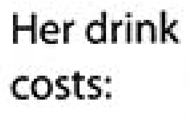


4 Complete:

Example

Sally has



Her drink  costs:



What will her change be?

L.E. 30



Hany has



His ice cream costs:



What will his change be?

L.E. ....

Amr has



His ball costs:



What will his change be?

L.E. ....

Samy has



His slippers costs:



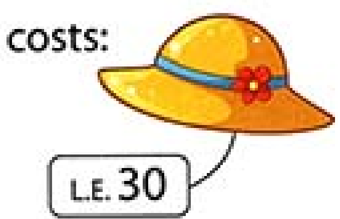
What will his change be?

L.E. ....

Nora has



Her hat costs:



What will her change be?

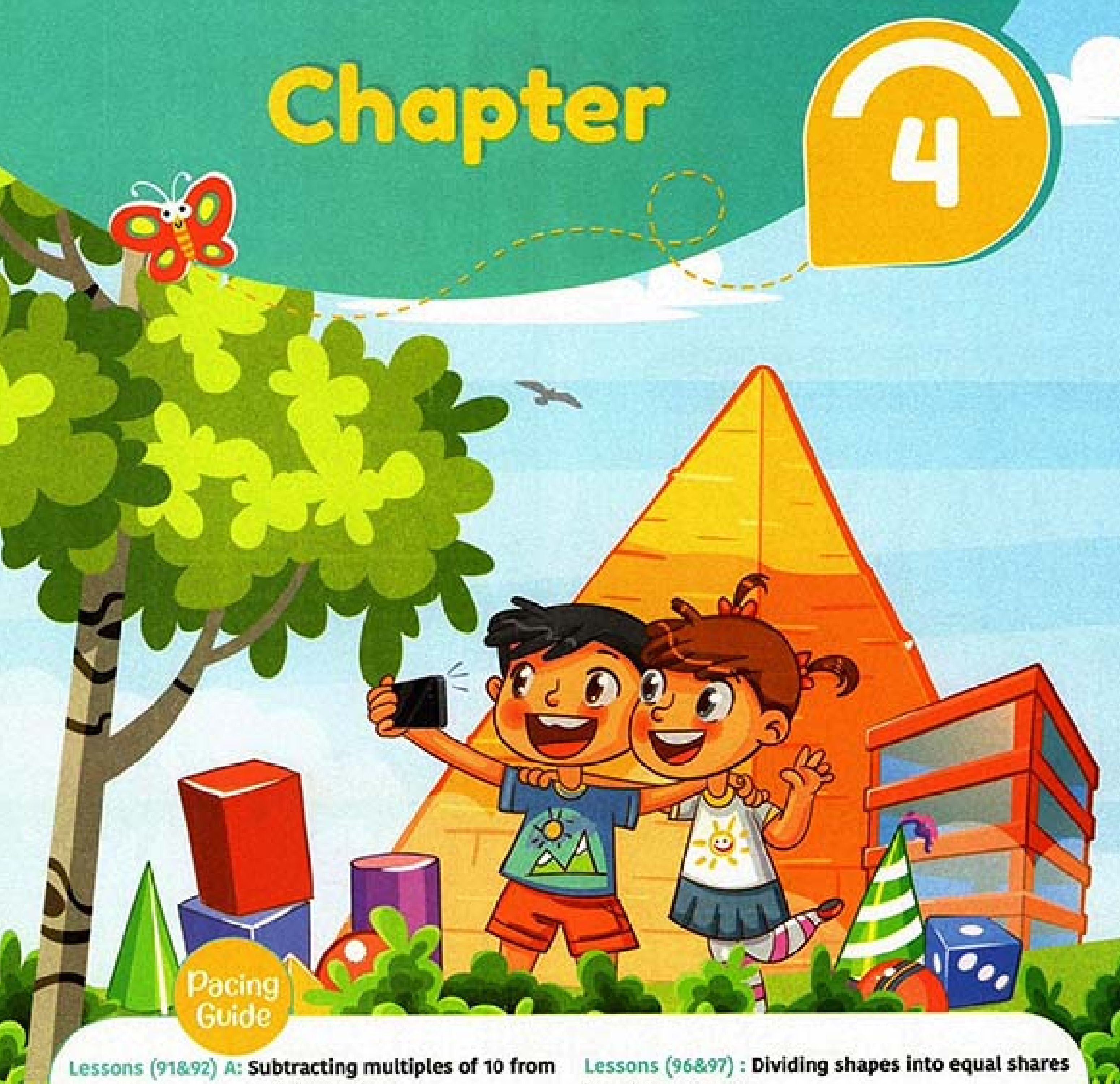
L.E. ....



Can you solve this?

15	+		=	18
−		+		−
	−	1	=	
=		=		=
8	+		=	12

Chapter 4



Pacing Guide

Lessons (91&92) A: Subtracting multiples of 10 from 2-digit numbers

Lessons (91&92) B: 2-dimensional shapes (2D shapes)

Learning outcomes:

- Apply place value concepts to solve a subtraction problem.
- Identify the 2-dimensional shapes (circles, triangles, squares and rectangles).

Lessons (93-95) A: Adding multiples of 10 to two-digit numbers

Lessons (93-95) B: Three-dimensional shapes (3D shapes)

Learning outcomes:

- Apply place value concepts to solve an addition problem.
- Identify 3-dimensional shapes (cube, cuboid, cone, sphere, cylinder, square-based pyramid).
- Compose 2-dimensional shapes to create 3-dimensional shapes.

Lessons (96&97) : Dividing shapes into equal shares

Learning outcomes:

- Dividing a circle and a rectangle into two and four equal shares.

Lessons (98&99): Decomposing quantities within 10

Learning outcomes:

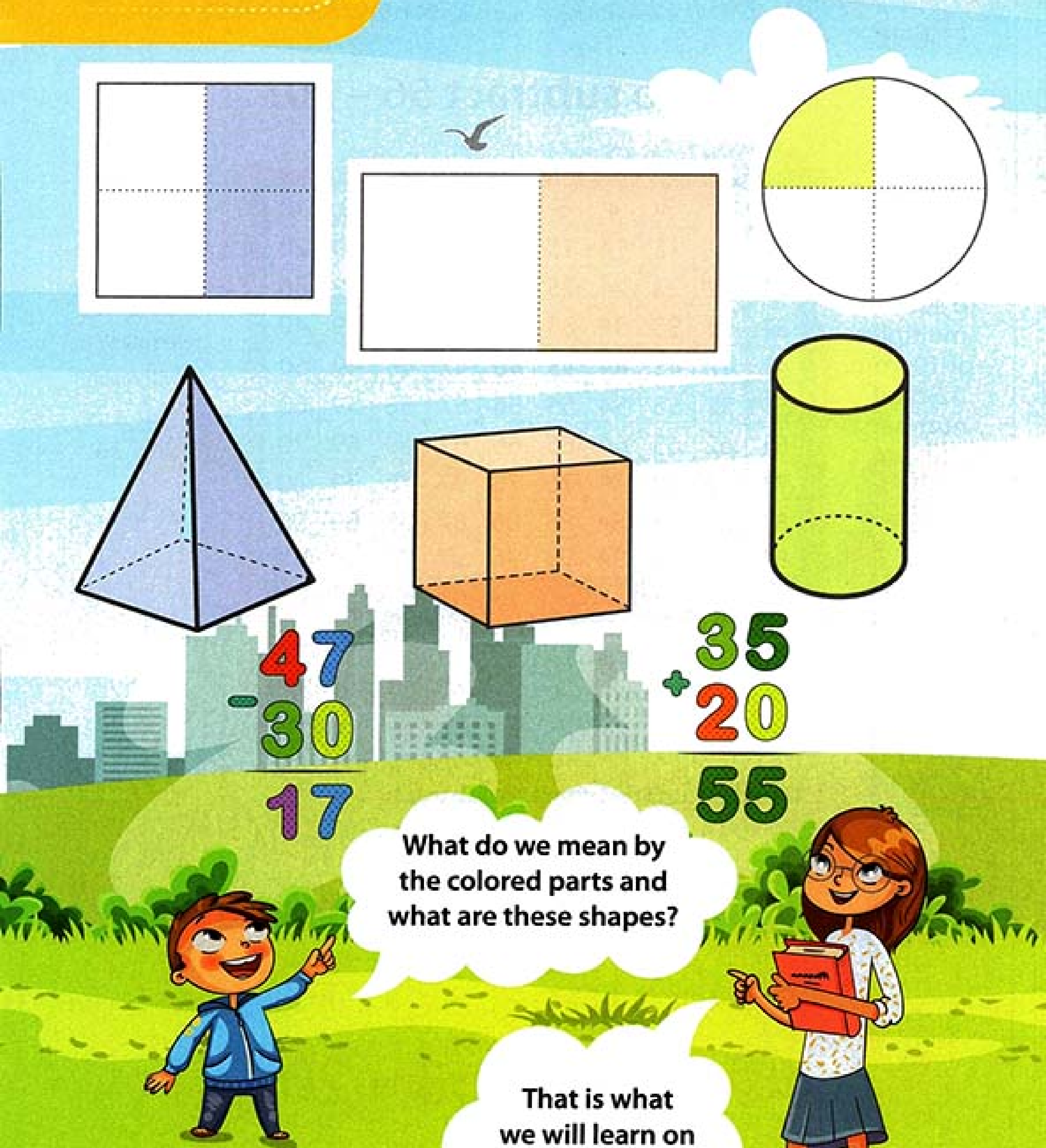
- Decompose numbers up to 10 into 2 parts.
- Identify the number bonds to form each number up to 10.

Lesson (100) : Counting numbers and representing quantities up to 100

Learning outcomes:

- Count in tens up to 100.

Warm up


47
- 30
17
35
+ 20
55
What do we mean by the colored parts and what are these shapes?
That is what we will learn on this chapter.



(A) Subtracting multiples of 10 from 2-digit numbers

How to subtract 56 – 20?

We can use 100 chart to subtract multiples of 10 from 2-digit numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Start with **56** and jump up two rows, you will reach **36**

56 - 20 = 36





Use the hundred chart to subtract:

45 – 30 = ______

70 – 10 = ______

96 – 40 = ______

68 – 20 = ______



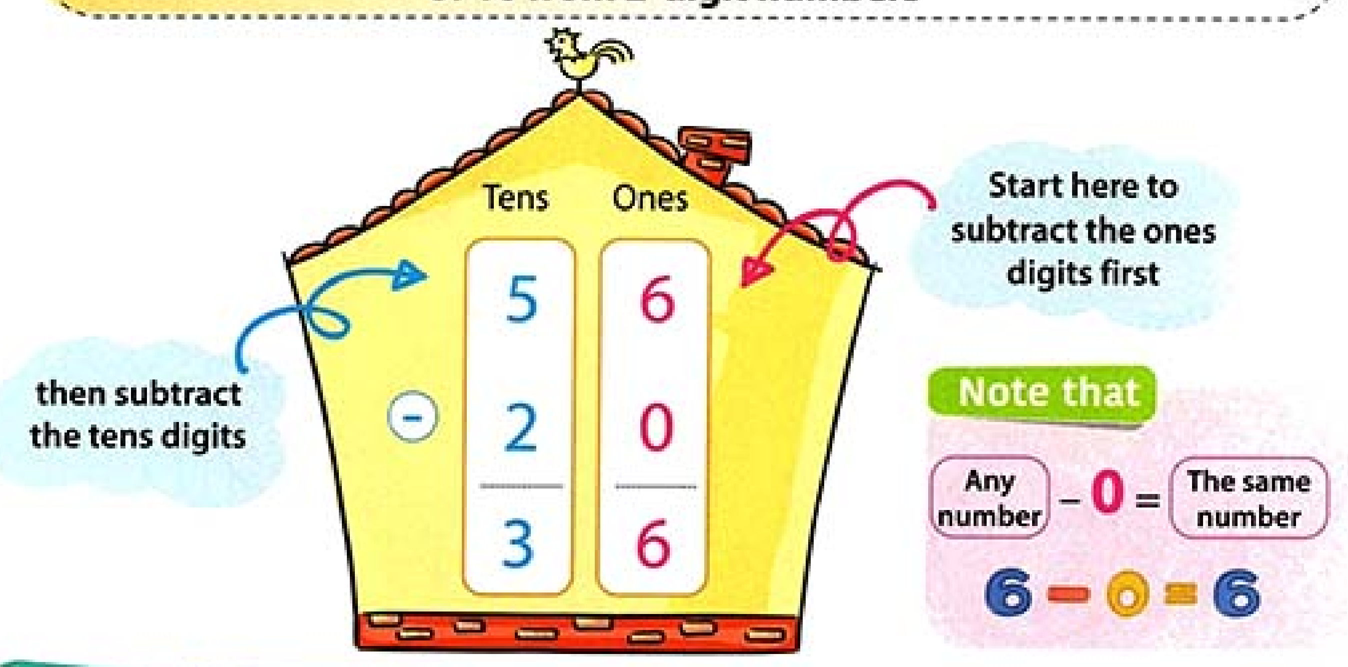
Daily Practice:

- Encourage your child to count the days which he/she has passed in school and ask him/her to draw a circle around the day he/she passed in the calendar.

Key words:

Multiples

We can use the place value to subtract multiples of 10 from 2-digit numbers



Activity 2 Use the place value to subtract:

Tens	Ones
9	0
− 5	0
....	....

Tens	Ones
7	7
− 3	0
....	....

Tens	Ones
5	6
− 2	0
....	....

Tens	Ones
8	4
− 4	0
....	....

Tens	Ones
2	5
− 1	0
....	....

Tens	Ones
4	0
− 2	0
....	....



Parents' Tips:

- Invite your child to learn how to use the place value to subtract multiples of 10 from two-digit numbers and help him/her to understand how to start subtracting from the ones digit, then the tens digit and let him/her solve some problems of subtraction using place value.





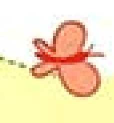
(B) 2-dimensional Shapes (2D shapes)

I'm a triangle.

I'm a circle.

I'm a square.

I'm a rectangle.





Daily Practice:

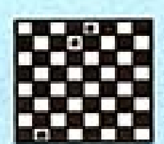
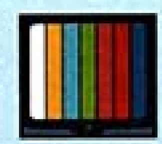
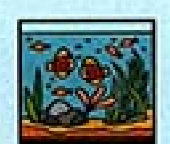
- Encourage your child to count the days which he/she has passed in school and ask him/her to draw a circle around the day he/she passed in the calendar.

Key words:

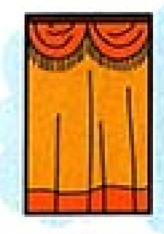
Circle - Square - Triangle - Rectangle

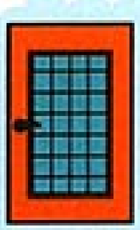




Square



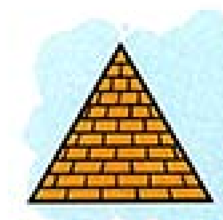


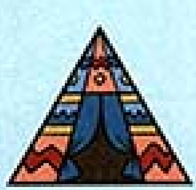
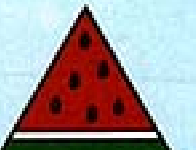

Rectangle






Circle



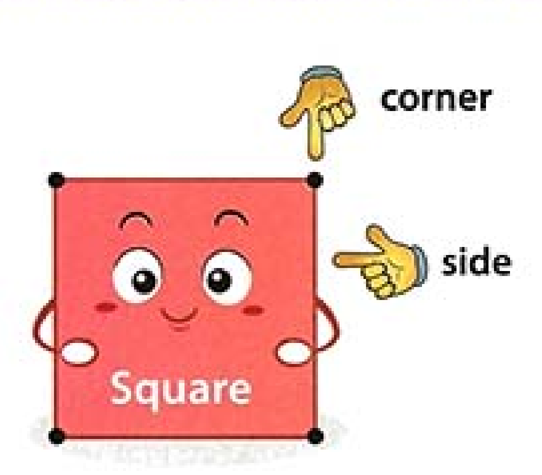
Triangle



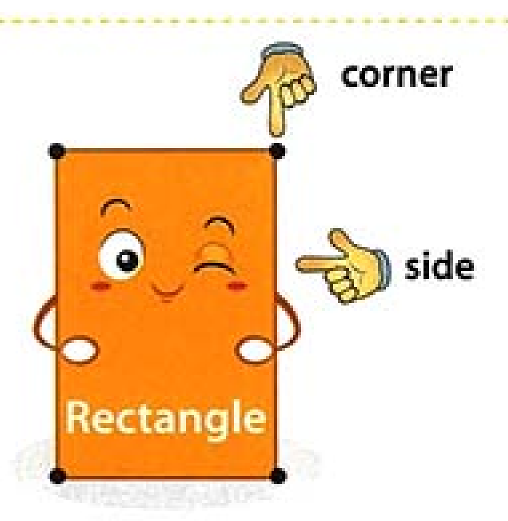
Parents' Tips:

- Encourage your child to learn how to write the names of 2D shapes.

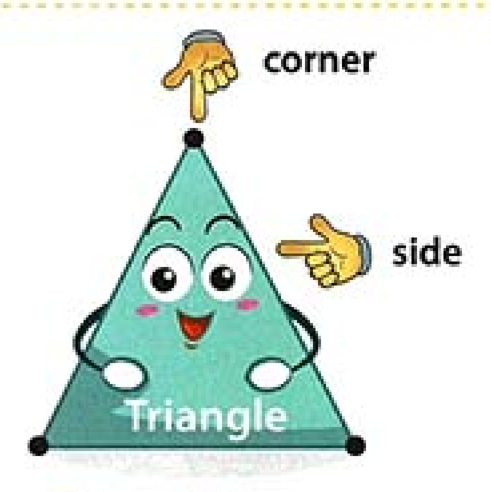
Look at the attributes of 2D shapes



Square has:
- 4 corners
- 4 sides
- All sides are the same (all of them have the same length).



Rectangle has:
- 4 corners
- 4 sides
- Each two opposite sides are the same.



Triangle has:
- 3 corners
- 3 sides



Circle has:
- No corners
- No sides
- 1 curved line

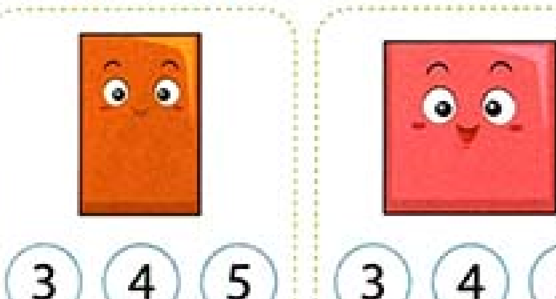
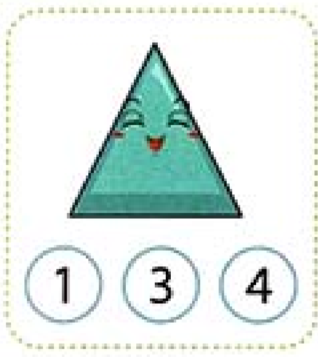




Parents' Tips:
- Encourage your child to recognize the attributes of each shape of the 2D shapes.

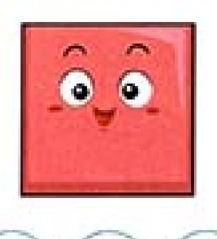
Key words:
Corner - Side

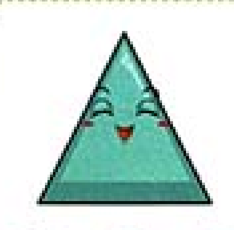
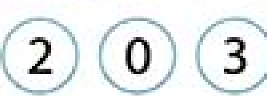
Activity 4 Color the correct number of corners:


3	4	5
3	4	5
1	3	4
0	1	2

Activity 5 Color the correct number of sides:




3	4	5
2	0	3
3	4	5
2	3	4

Activity 6 Read, then write my name:

	I am
• I am a 2D shape with 4 same sides.	....
• I am a 2D shape with no corners.	....
• I am a 2D shape with 3 sides.	....
• I am a 2D shape with 4 sides and each two opposite sides are the same.	....



Parents' Tips:

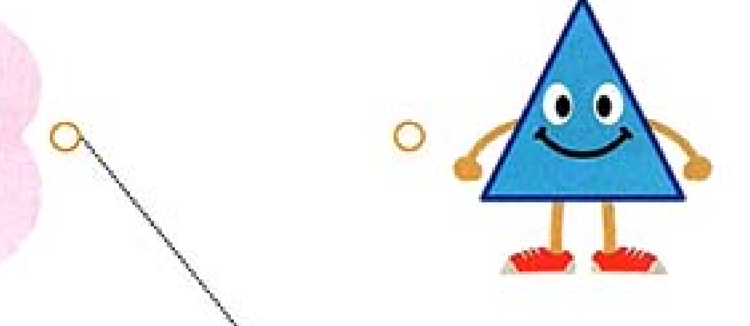
• Give your child some objects which represent square, rectangle, triangle and circle from his/her room and ask him/her to count the number of their sides and corners and let him/her make more practices.

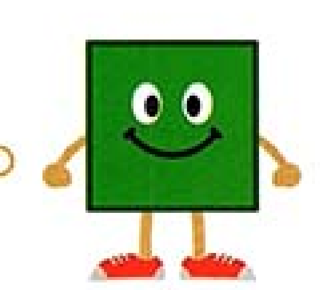


What shape am I? Read, then match:

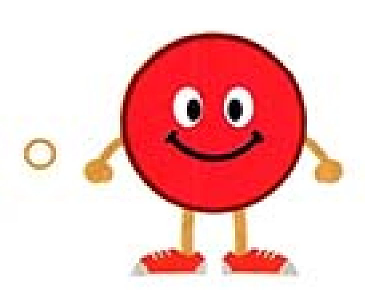
Example

- I have 4 sides.
- All my sides have the same length.
- I have 4 corners.

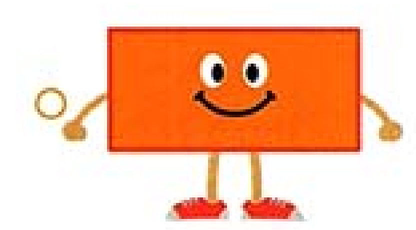




- I have 4 sides.
- My opposite sides are the same length.
- I have 4 corners.



- I have 3 sides.
- I have 3 corners.



- I have 1 curved line.
- I have no corners.



Parents' Tips:

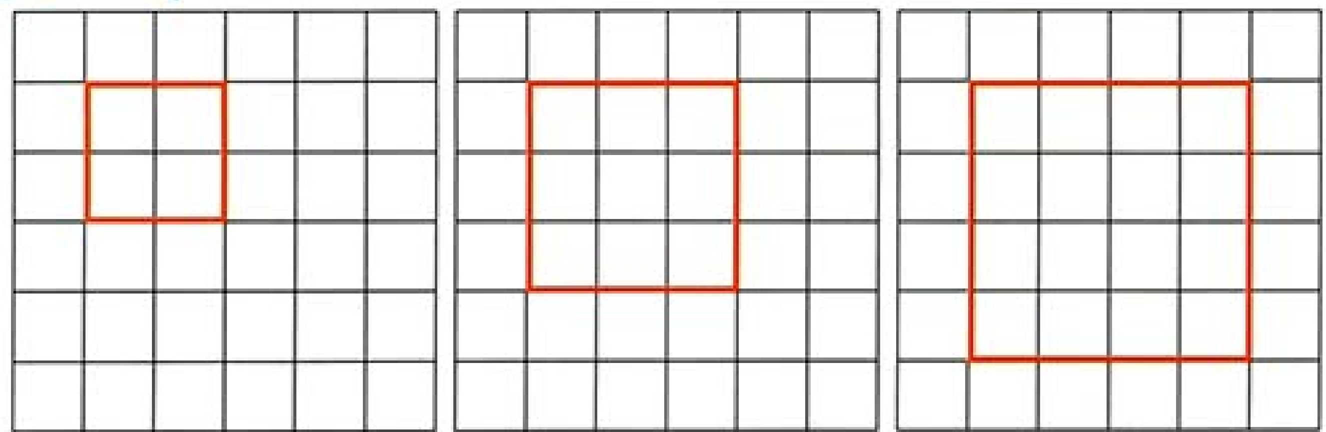
- Invite your child to identify the 2D shapes (square, rectangle, triangle, circle) and help him/her to illustrate examples of square, rectangle, triangle and circle of his/her home, then discuss the number of sides and the number of corners of each shape with him/her.



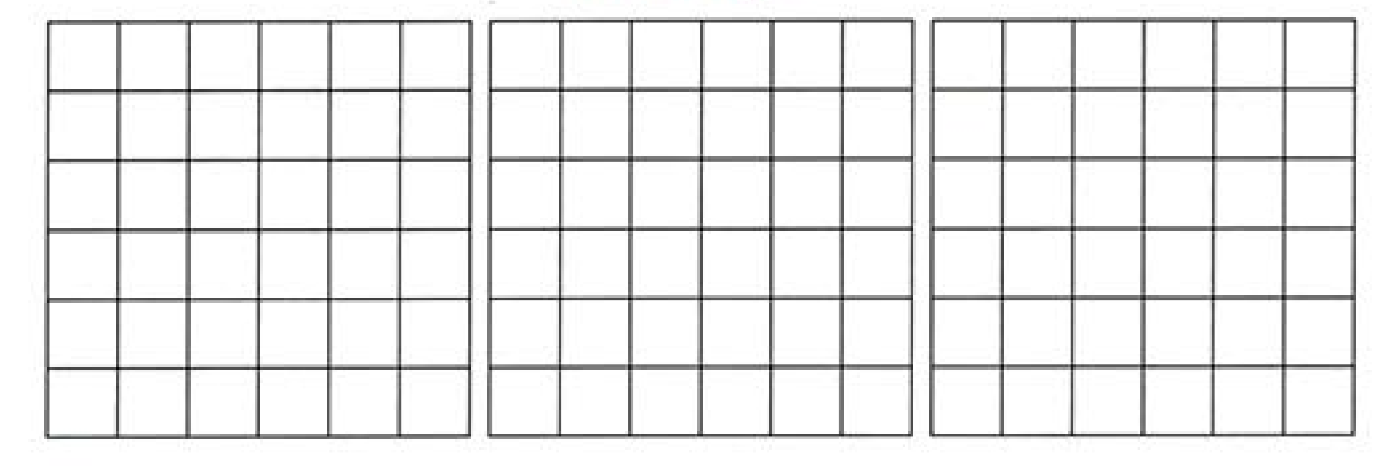
Activity 8 **Draw each shape in 3 different sizes:**



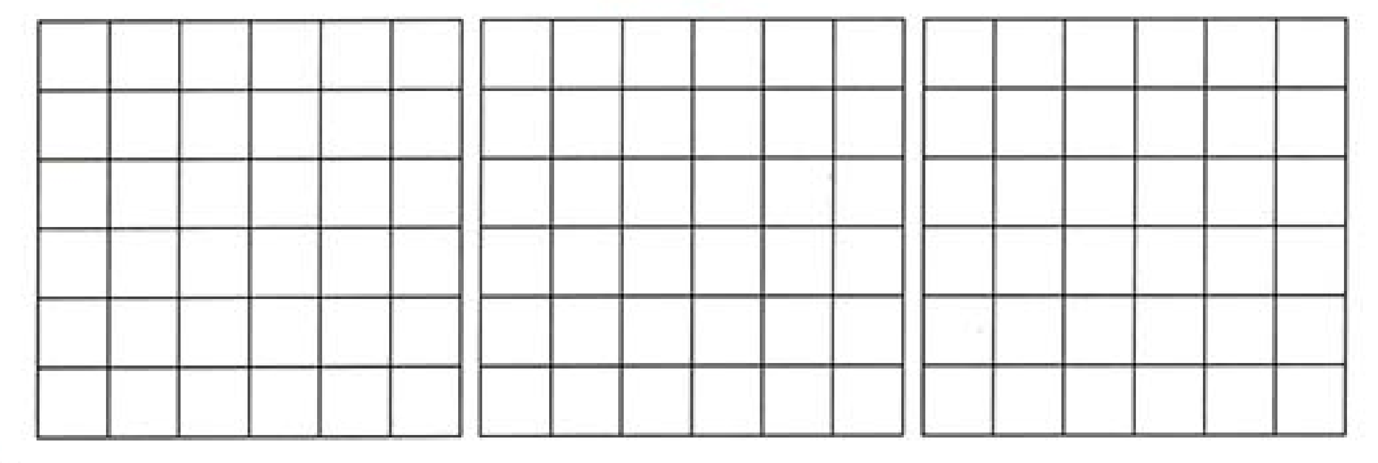
Square



Rectangle



Triangle



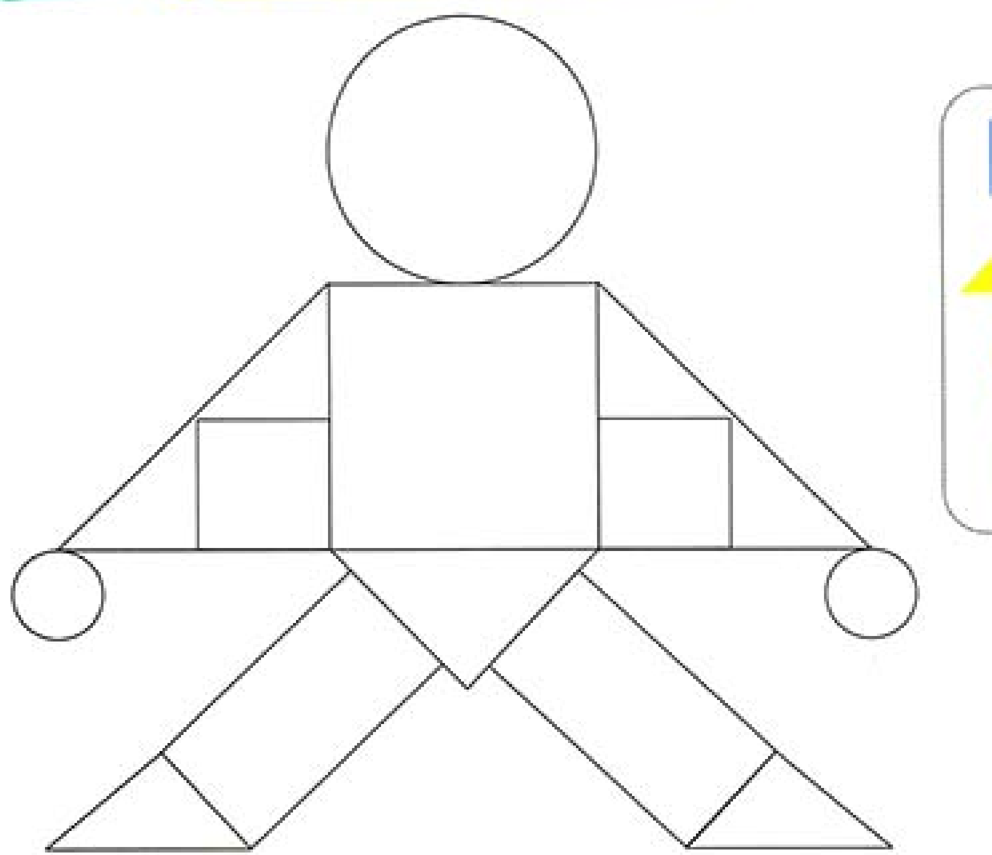


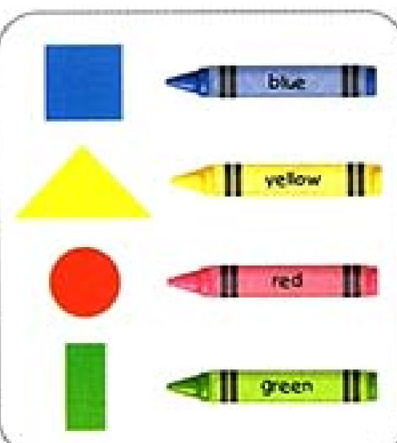
Parents' Tips:

- Encourage your child to draw a square, a triangle, a circle and a rectangle, to help him/her identify them.



Activity 9 **Color the figure according to the color code:**



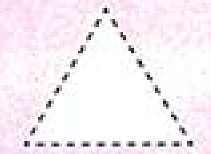


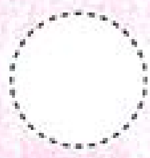


I learned

- **Identifying the two-dimensional shapes.**









Square has

- 4 sides
- 4 corners
- All sides are equal.

Triangle has

- 3 sides
- 3 corners

Circle has

- 1 curved line
- 0 sides
- 0 corners

Rectangle has

- 4 sides
- 4 corners
- Each two opposite sides are equal.

- **How to subtract multiples of 10 from 2-digit numbers.**





(A) Adding multiples of 10 to two-digit numbers

How to Add 56 + 30?





1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Start from 56 and jump down three rows you will reach 86

56 + 30 = 86

Activity  **Use the hundred chart to add:**

45 + 30 = ____

70 + 10 = ____

13 + 20 = ____

56 + 40 = ____

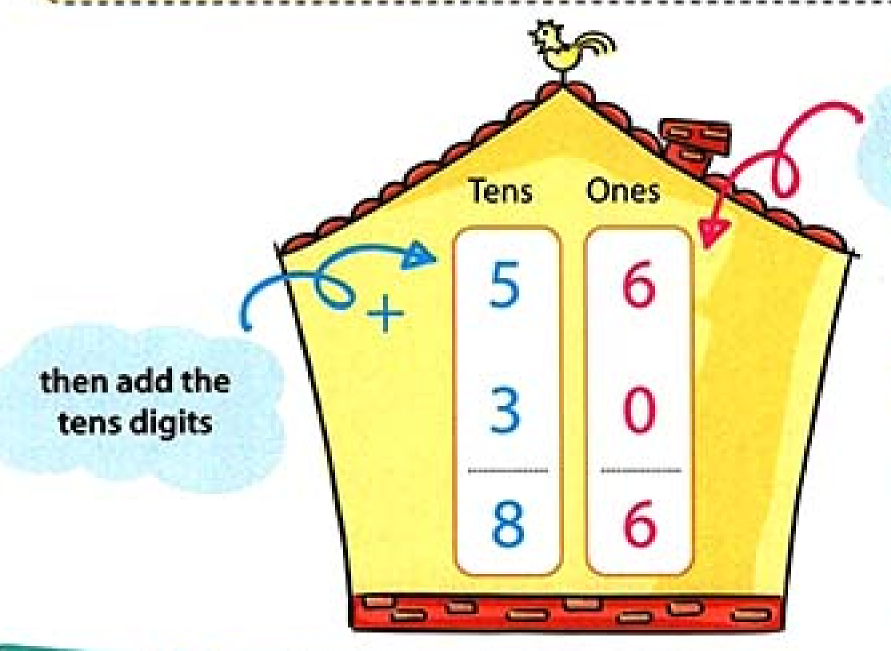


Daily Practice:

- Encourage your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed in the calendar.



We can also use the place value to add multiples of 10 to 2-digit numbers.



Note that

Any number + 0 = The same number

6 + 0 = 6

Activity 2 Add using place value:

	Tens	Ones
	8	0
+	1	0
	......	......

	Tens	Ones
	4	7
+	4	0
	......	......

	Tens	Ones
	7	5
+	2	0
	......	......

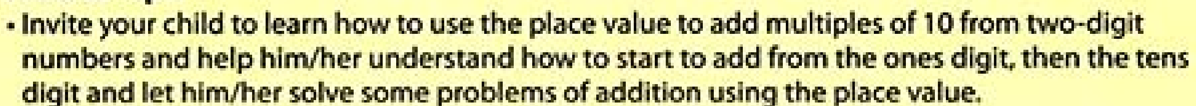
	Tens	Ones
	5	0
+	2	0
	......	......

	Tens	Ones
	1	7
+	5	0
	......	......

	Tens	Ones
	3	4
+	3	0
	......	......



Parents' Tips:



- Invite your child to learn how to use the place value to add multiples of 10 from two-digit numbers and help him/her understand how to start to add from the ones digit, then the tens digit and let him/her solve some problems of addition using the place value.

Activity 3 **Add, then match the equal results:**



37 + 40 = ___



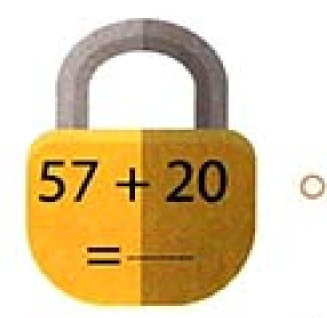
76 + 20 = ___



64 + 20 = ___



35 + 20 = ___



31 + 30 = ___

Parents' Tips:
- Encourage your child to use different strategies in solving the problems of addition.



(B) 3-dimensional shapes (3D shapes)

Rectangular prism (cuboid)

Cube

Cylinder

Cone

Sphere

Square-based pyramid




Daily Practice:

- Encourage your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed in the calendar.

key words:

Cube - Cylinder - Sphere - Rectangular prism - Square - Pased pyramid - Cuboid

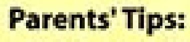




Activity 4 Match:

Example

○	○ Cone ○	○
○	○ Sphere ○	○
○	○ Cuboid ○	○
○	○ Cylinder ○	○
○	○ Cube ○	○



Parents' Tips:

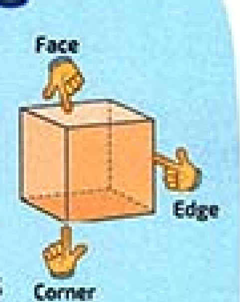
- Show your child some objects which represent six solids from our environment, then ask him/her to tell you the name of each solid and let him/her discover other examples.



THE ATTRIBUTES OF SOME (3D SHAPES)

Cube

- Has 6 square faces
- Has 12 edges
- Has 8 corners
- Has all edges are of the same size.
- Has all the six faces are of the same size.

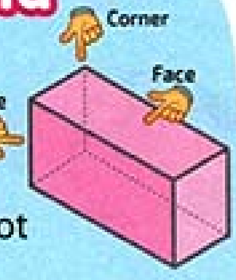




Cuboid

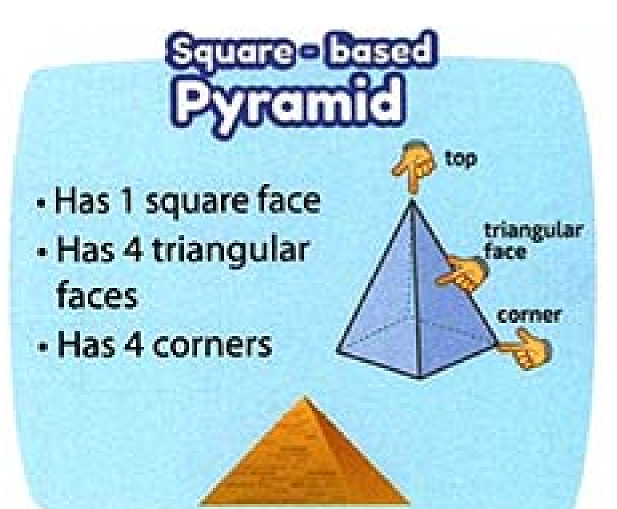
(Rectangular prism)

- Has 6 faces
- Has 12 edges
- Has 8 corners
- Has qll edges are not the same size.
- Has each opposite edges are the same size.
- Has each two opposite faces are the same size.





Square - based Pyramid



- Has 1 square face
- Has 4 triangular faces
- Has 4 corners

Cone



- Has 1 top.
- Has 1 circular face.
- Has no corners and no sides.

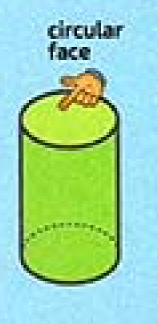




Cylinder



- Has 2 circular faces
- Has no corners and no sides

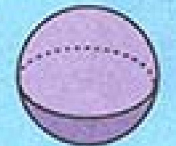




Sphere



- Has no faces
- Has no corners
- Has no sides.







Daily Practice:

- Encourage your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed in the calendar.

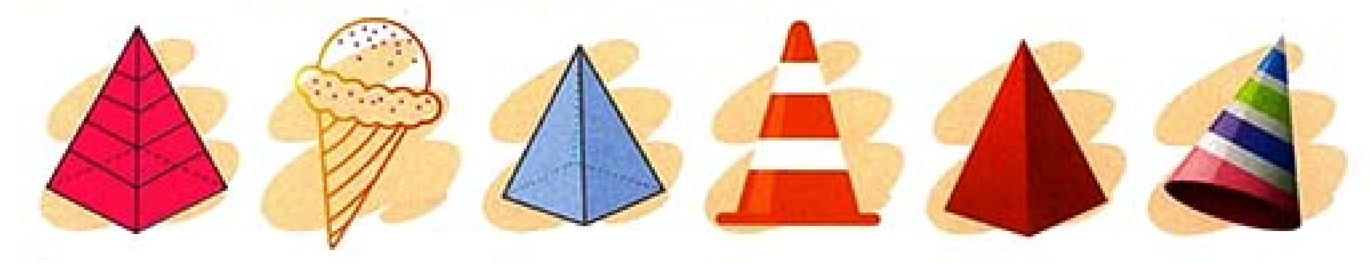
key words:

Key - Edge - Cone - Faces

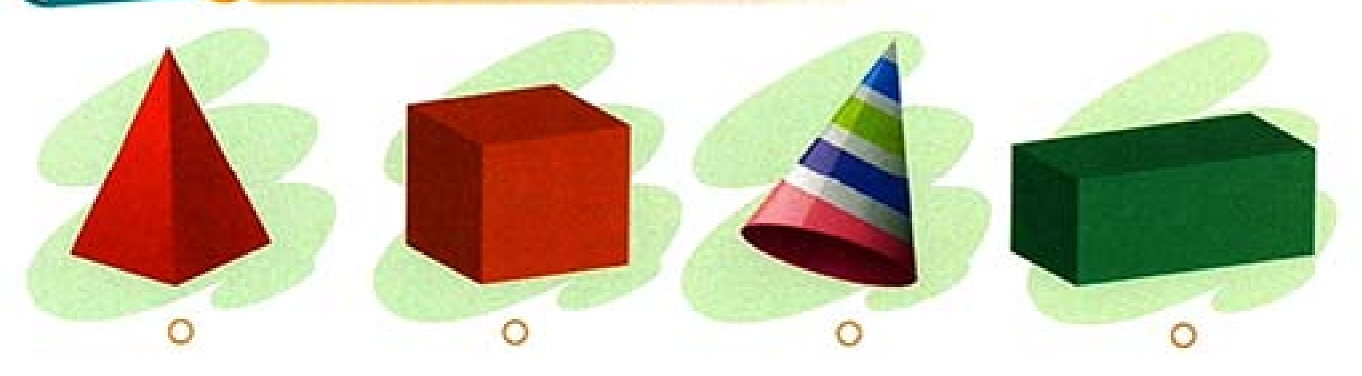
Activity 5 Circle the object which looks like a cube and underline the object which looks like a cuboid:



Activity 6 Circle the object which looks like a cone and tick (✓) the object which looks like a square-based pyramid:



Activity 7 Match each 3d-shape with its name:

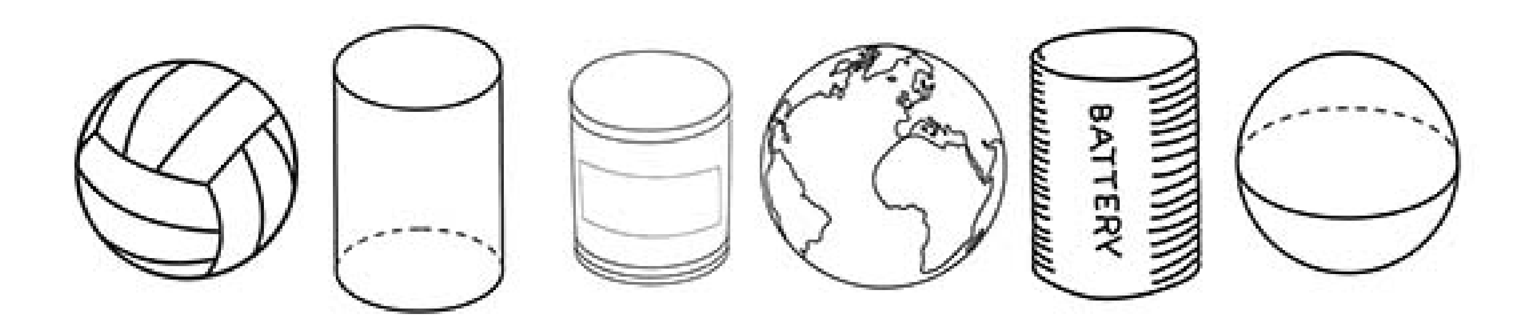


Cuboid	Cone	Cube	Square-based Pyramids

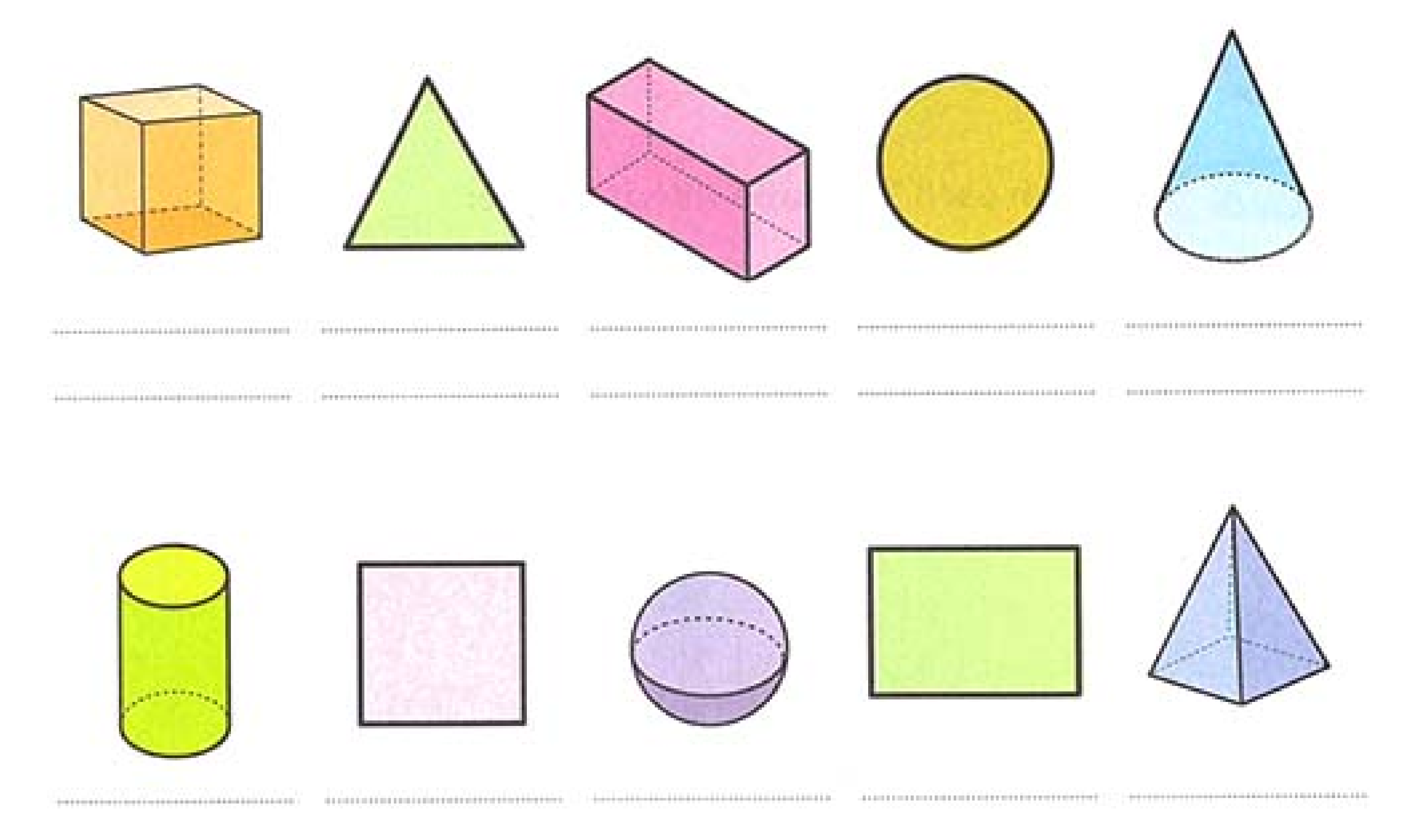
Parents' Tips:

- Encourage your child to identify some solids as cone and square-based pyramid and let him/her discover some examples of them in his/her environment.
- Discuss with your child the attributes of cone and square-based pyramid as (how many faces, how many corners ,......).

Activity 8 **Color each shape which looks like a sphere in blue and each shape which looks like a cylinder in brown:**



Activity 9 **Write the name of each 2D and 3D shape of the following:**





Parents' Tips:



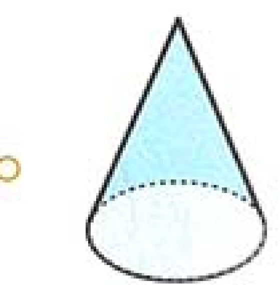
- Invite your child to identify some solids as cylinder and sphere, then let him/her tell you some examples of them in his/her home.
- Tell your child that solids are three-dimensional shapes.



Activity 10 Complete, then match:

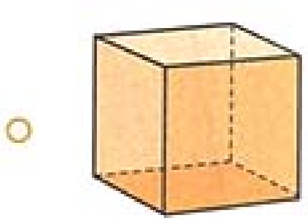
I am ....

I have 6 square faces.



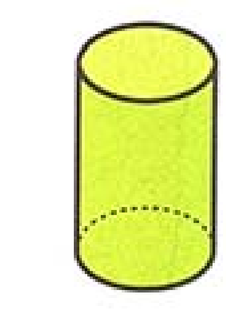
I am ....

My each 2 opposite faces are the same size.



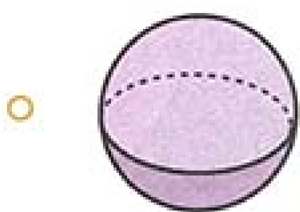
I am ....

I have only 1 circular face.



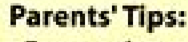
I am ....

I have no corners and no faces.



I am ....

I have 2 circular faces.



Parents' Tips:
- Ensure that your child learned the attributes of solids and discuss this with him/her.



WE CAN USE THE TWO-DIMENSIONAL SHAPES TO CREATE A THREE-DIMENSIONAL SHAPE

cylinder

cuboid

square-based pyramid

cone

cube

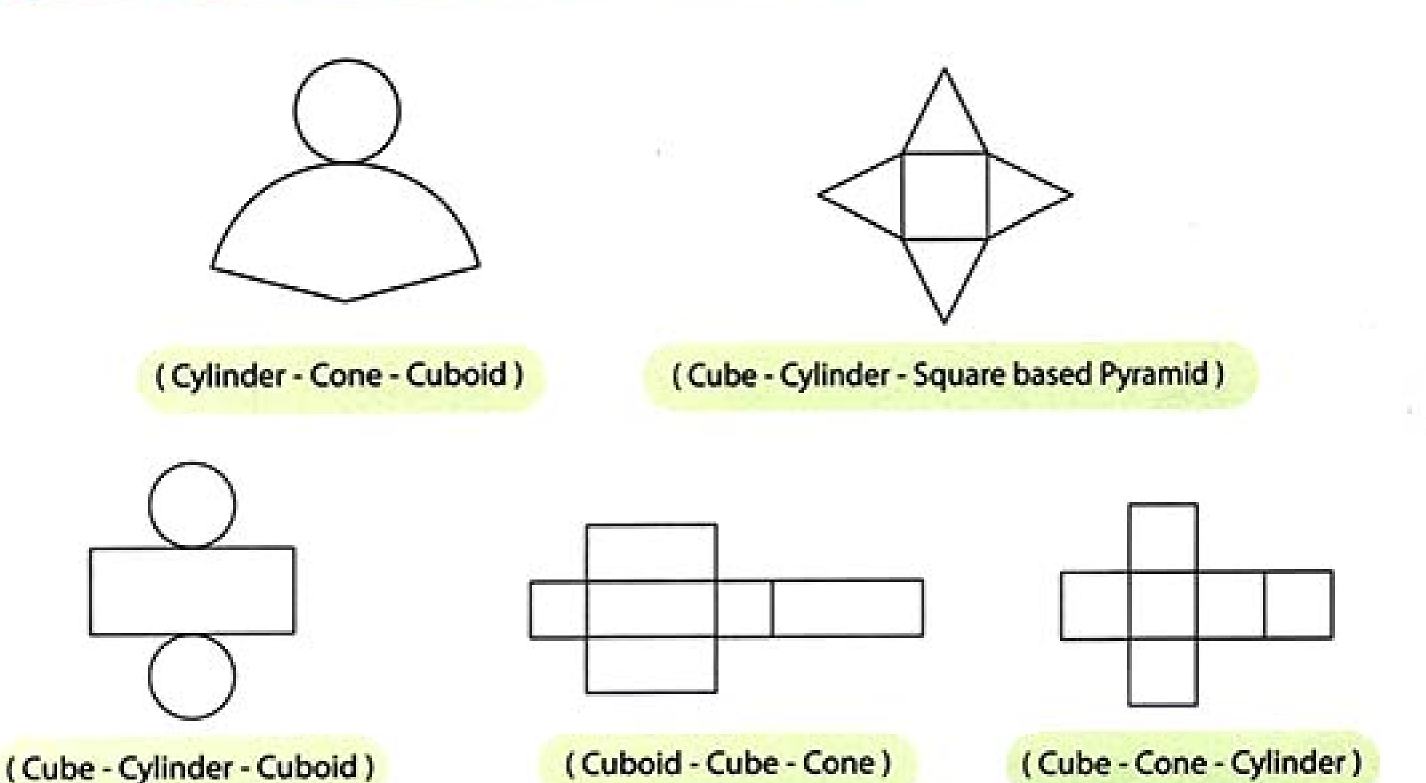


Parents' Tips:

- Give your child some nets for solids and help him/her to compose them using cardboard, scissors and glue.
- Let your child recognize the nets which are used to compose the a solid and ask him/her to match them.



Activity 11 Draw a circle to choose the suitable 3D shape for each given net:



(Cylinder - Cone - Cuboid)

(Cube - Cylinder - Square based Pyramid)

(Cube - Cylinder - Cuboid)

(Cuboid - Cube - Cone)

(Cube - Cone - Cylinder)

Activity 12 Complete:

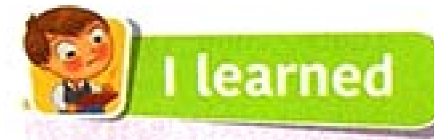
- The cube has .... faces.
- The cuboid has .... sides (edges).
- The cylinder has .... circular faces.
- The sphere has .... corners.
- The cone has .... circular face.
- The square-based pyramid has .... triangular faces.

Parents' Tips:
- Help your child to understand that 3D shapes are composed of 2D shapes and give him/her some examples.



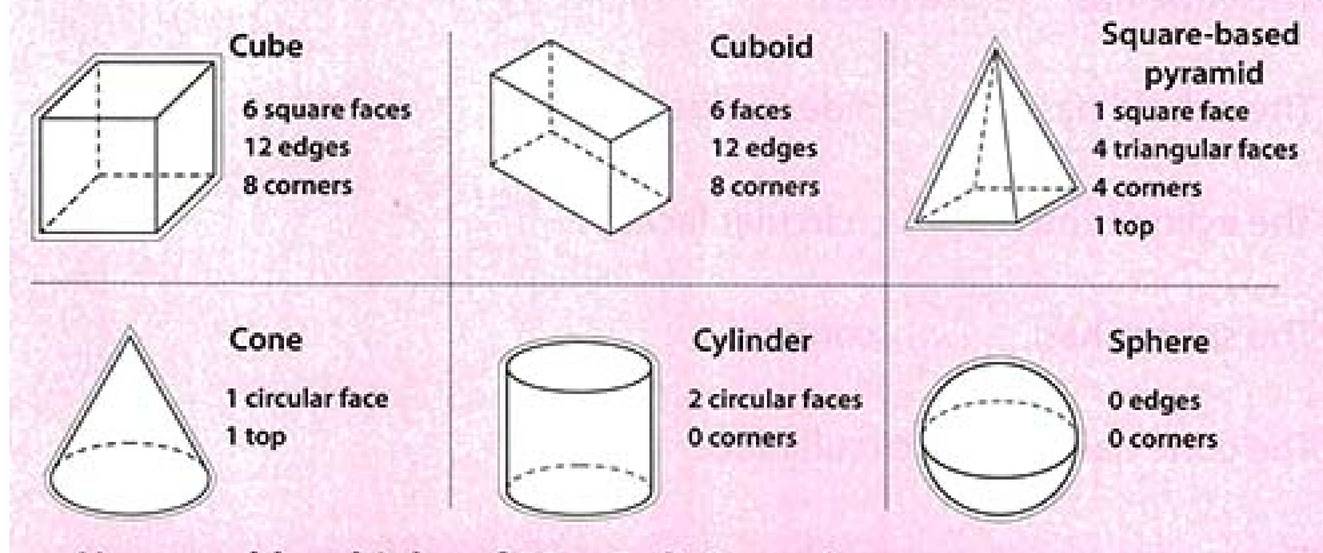
Activity 13 Circle the objects that look like the shown solid in each row:







- Using two-dimensional shapes to compose three-dimensional shapes.
- Using cardboard, scissors and glue to make many (3D shapes).



- How to add multiples of 10 to 2-digit numbers.

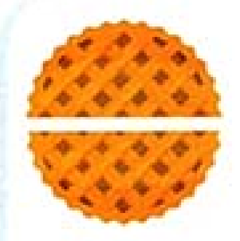
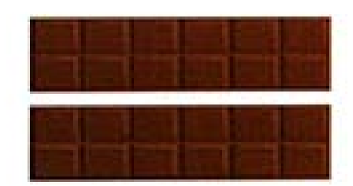
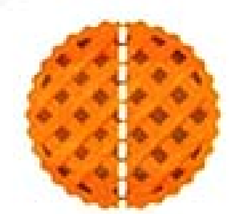
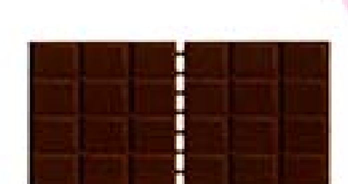




Dividing shapes into equal shares

We will divide the 2D shapes into equal parts:

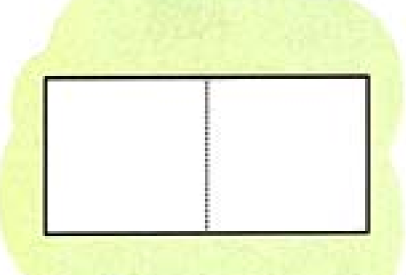
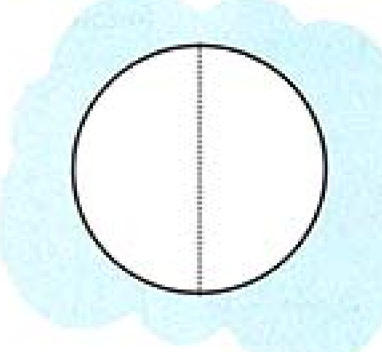
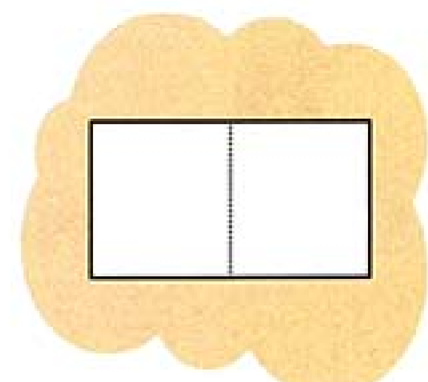







Activity 1 Color according to the words, then trace:

1 half	2 halves	one whole
1 half	2 halves	one whole


Daily Practice:
- Encourage your child to count the days he/she has been in school and ask him/her to underline the day he/she passed in the calendar.

Key words:

Circle - Equal - Fourths - Half





Quarter

One quarter

4 equal parts
Each part is called
1 quarter or 1 fourth.

Two quarters

2 quarters represents
one half
1 half = 2 quarters

Three quarters

The shaded parts
represent 3 quarters
(3 fourths).

Four quarters

There are 4 quarters
(4 fourths) in one whole.

Activity 2 Trace:

Quarter Quarter Quarter Quarter

Fourth Fourth Fourth Fourth



Parents' Tips:

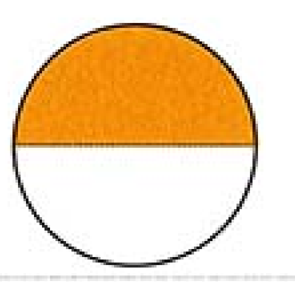
- Discuss with your child the difference between 1 quarter, 2 quarters, 3 quarters, and one whole.



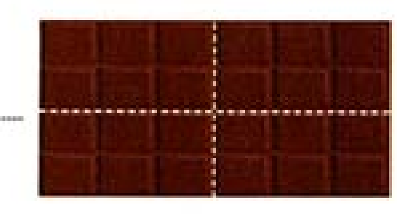


Activity 3 Answer as the given:

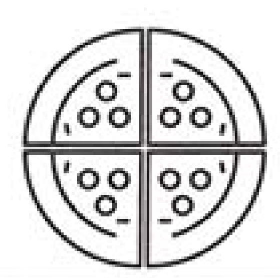
How many halves make a whole circle?



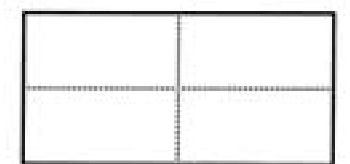
How many quarters are there in a bar of chocolate?



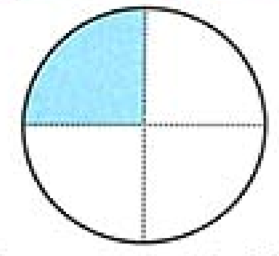
Color one quarter of the pizza.



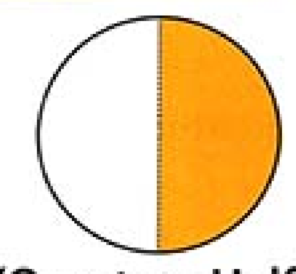
Color two fourths of the paper.



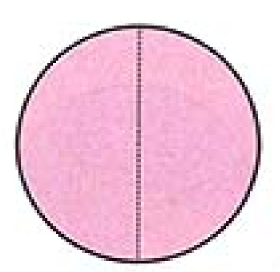
Activity 4 Draw a circle around the name that represents the colored part:



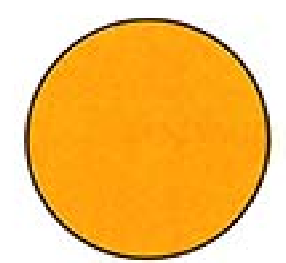
(Quarter - Half)



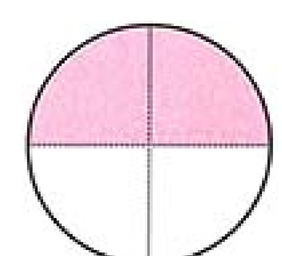
(Quarter - Half)



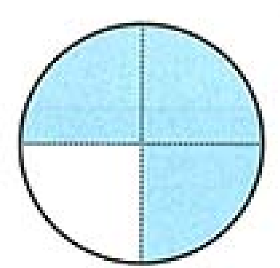
(One whole - Half)



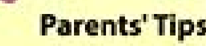
(Half - One whole)



(2 fourths - 2 halves)



(3 quarters - 2 fourths)

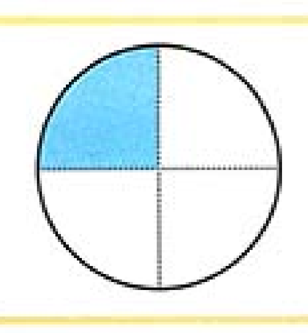


Parents' Tips:

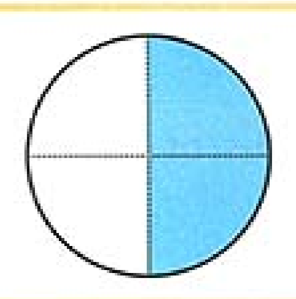
- Invite your child to learn how to decompose shapes of equal parts and discuss with him/her how many halves in the rectangle, how many quarters in the rectangle, and so on.



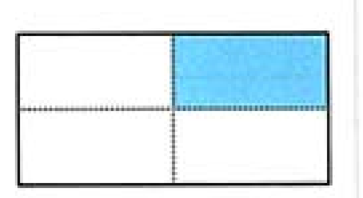
Activity 5 Circle the word that represents the colored part:



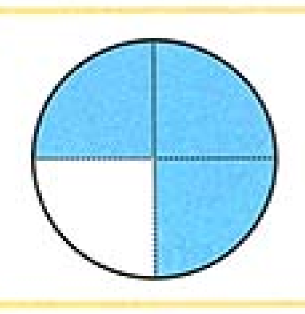
- Half
- 1 quarter
- Three quarters
- One whole



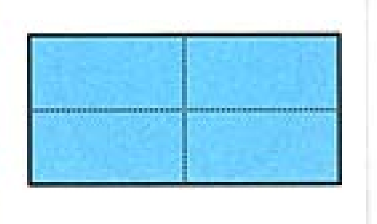
- Two quarters
- 1 fourth
- Three fourths
- One whole



- Three quarters
- 1 quarter
- Half
- One whole



- Two quarters
- 1 quarter
- Three fourths
- One whole



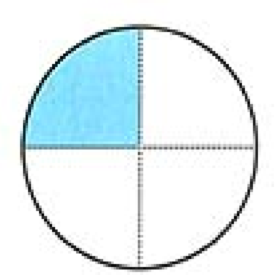
- Three quarters
- Two quarters
- 1 fourth
- One whole



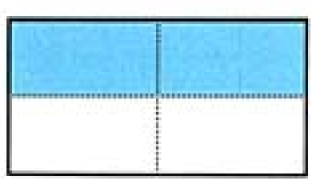
Parents' Tips:

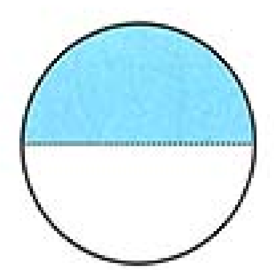
- Encourage your child to make some practices about decomposing shapes.
- Let your child choose the fraction which represents the shaded part in the shape.

Activity 6 Match:

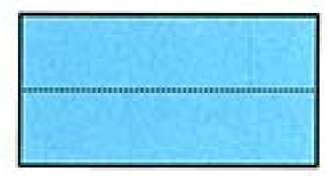


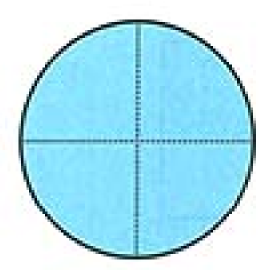
Three quarters



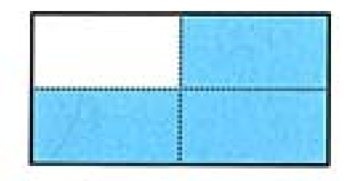


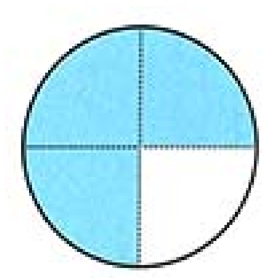
One whole



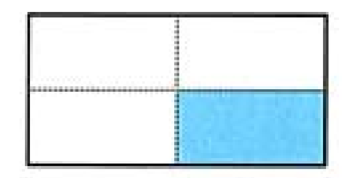


One half





One fourth

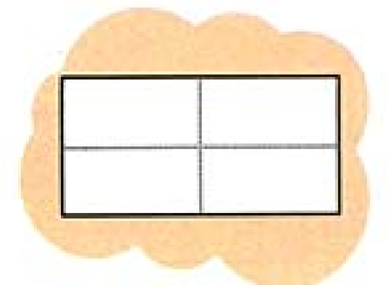




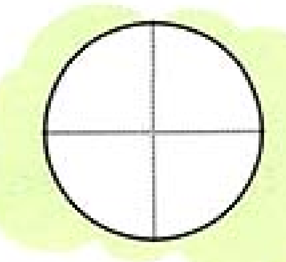
Parents' Tips:

- Give our child some cards, each card carries a shape like a circle or a rectangle and ask him/her to decompose each shape into 2 halves 4 quarters, then encourage him/her to practice more.

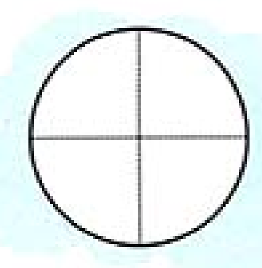
Activity 7 Color according to the words:



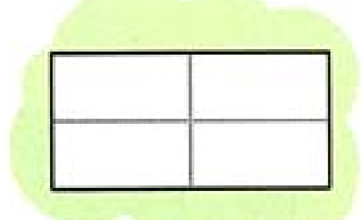
2 halves



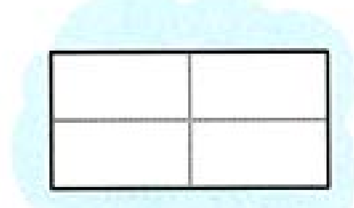
1 quarter



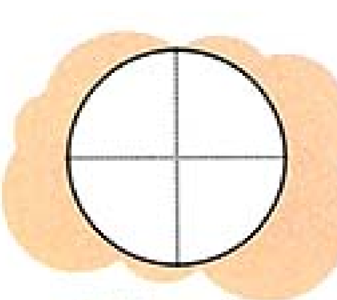
3 fourths



One whole

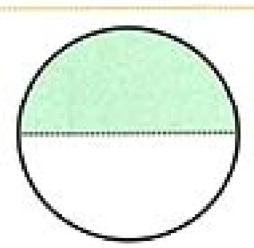


Half

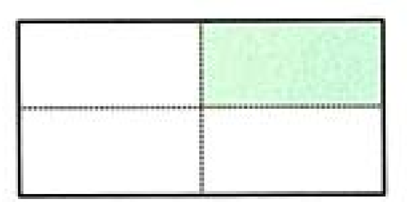


2 fourths

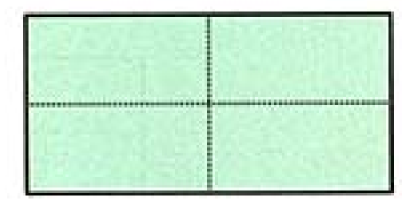
 Activity 8 Complete:



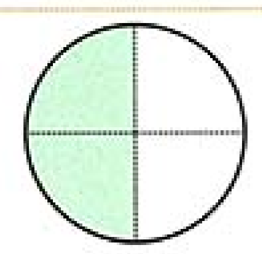
The shaded part represents ________ of the shape.



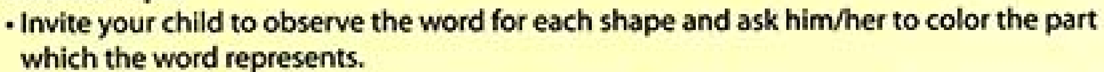
The shaded part represents ________ of the shape.



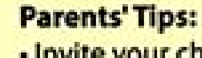
The shaded part represents ________ of the shape.



The shaded part represents ________ of the shape.







Parents' Tips:

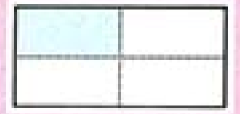
- Invite your child to observe the word for each shape and ask him/her to color the part which the word represents.

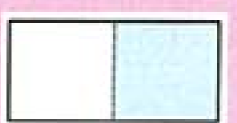
Activity 9 **Divide each shape according to the given word:**

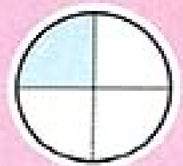


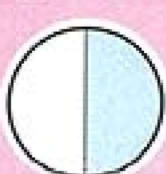
I learned

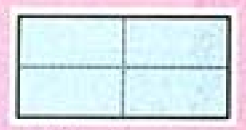
- Decomposing the shapes like a circle and a rectangle into equal parts in size.


One quarter

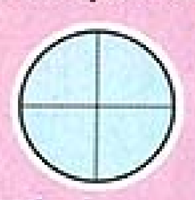

Half

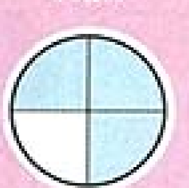

One quarter


Half


Whole one


Three quarters


Whole one


Three quarters



- One whole = 2 halves
- One whole = 4 quarters
- 1 half = 2 quarters
- 1 quarter = 1 fourth





Decomposing quantities within 10

I can make any number within 10 in different ways.

1: 1 + 0

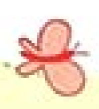
2: 1 + 1, 0 + 2

3: 1 + 2, 0 + 3

4: 3 + 1, 0 + 4, 2 + 2

5: 1 + 4, 2 + 3, 0 + 5

6: 1 + 5, 2 + 4, 3 + 3, 0 + 6





- Encourage your child to count the days in which he/she has been in school and ask him/her to underline the day he/she passed in the calendar.



Decompose





7

2 + 5

3 + 4

0 + 7

1 + 6

8

0 + 8

1 + 7

3 + 5

2 + 6

4 + 4

9

0 + 9

1 + 8

4 + 5

3 + 6

2 + 7

10

0 + 10

1 + 9

2 + 8

3 + 7

5 + 5

4 + 6



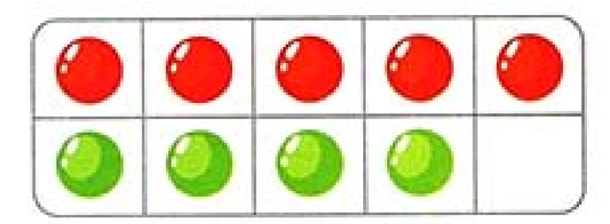
Parents' Tips:

- Help your child to make any number within ten in different ways.

Activity 1 Count, then complete:

Example

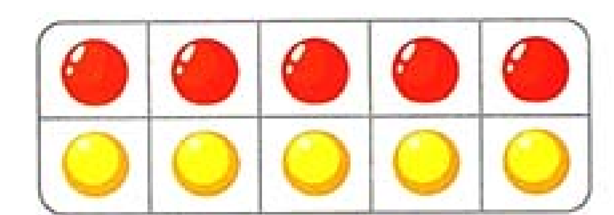
6 = 4 + 2



___ = ___ + ___

___ = ___ + ___

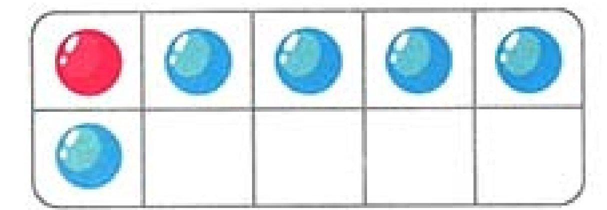
___ = ___ + ___



___ = ___ + ___



___ = ___ + ___



___ = ___ + ___



___ = ___ + ___

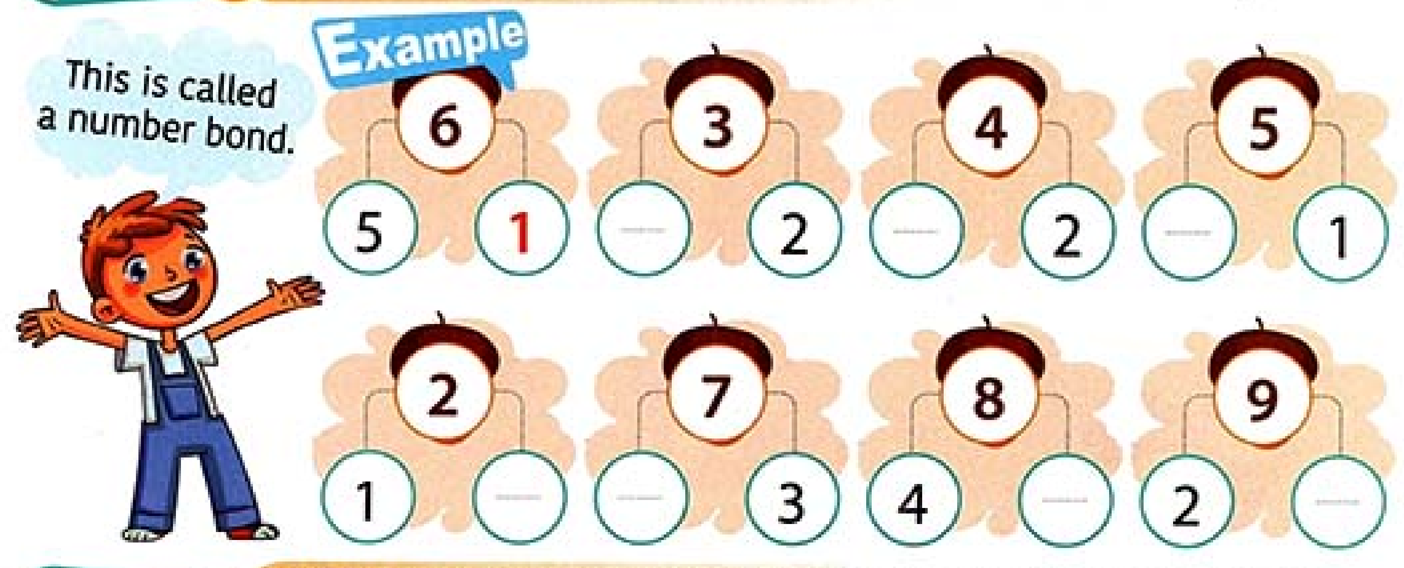


Parents' Tips:

- Let your child make some practices about composing addition sentences using ten frames.

Activity 2 Complete the number bonds of each of the following:

This is called a number bond.



Activity 3 Write two components of the number in two balloons, then complete:

Example

7 = 3 + 4

4 = ---- + ----

9 = ---- + ----

5 = ---- + ----

8 = ---- + ----

6 = ---- + ----

10 = ---- + ----

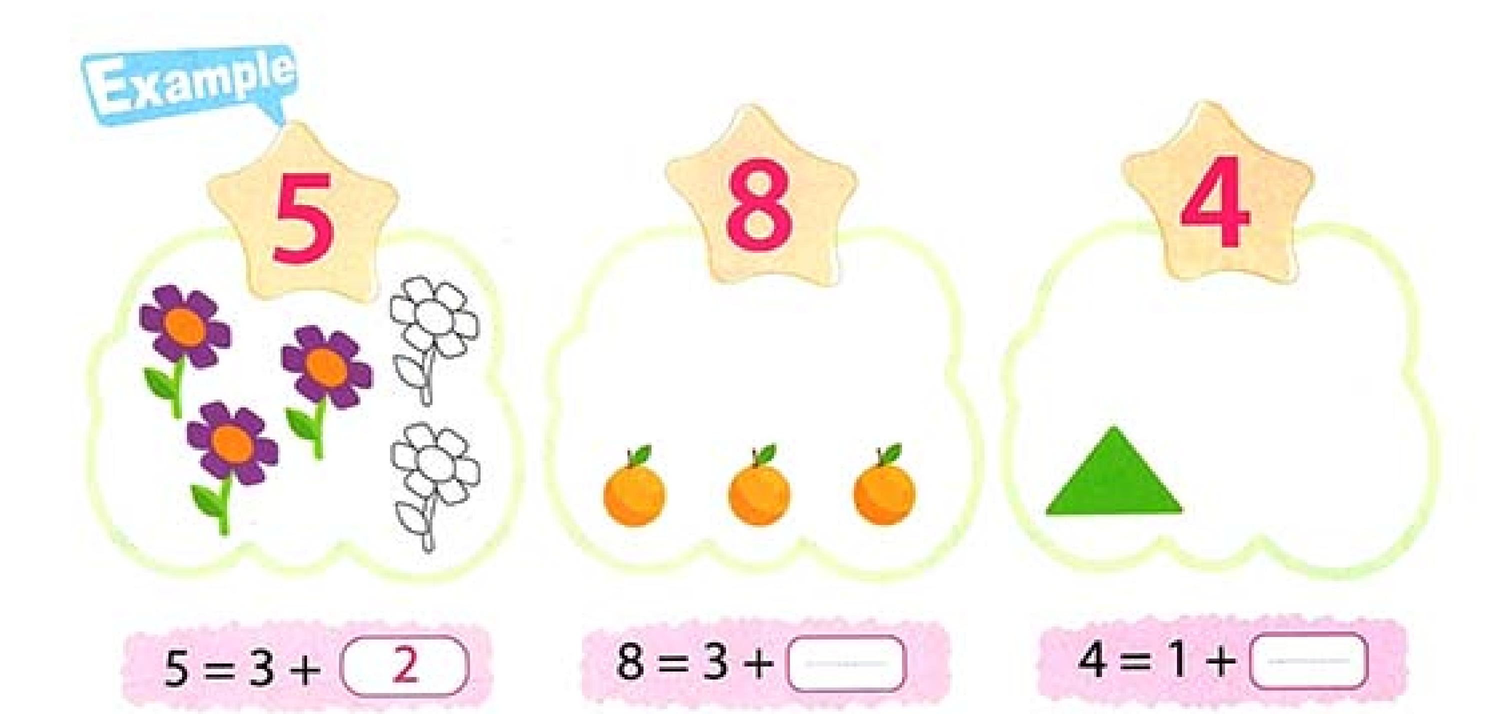
3 = ---- + ----

Parents' Tips:

- Help your child to decompose a number into different bonds.
- Encourage your child to make components of different numbers.

key words:
Number bonds

Activity 4 **Draw objects to get the given number, then complete:**









Parents' Tips:

- Encourage your child to use families of numbers to complete the missing numbers in addition sentences.



Activity 5 Complete the number sentences using different components:

7
- 0 + 7
- ...... + 6
- 3 + ...
- 2 + ...

6
- 0 + ...
- 1 + ...
- 3 + ...
- 2 + ...

9
- 1 + 8
- 0 + ...
- 2 + ...
- 4 + ...
- 3 + ...

3
- ...... + 1
- 3 + ...

10
- 0 + ...
- 6 + ...
- ...... + 5
- 2 + ...
- 3 + ...

I learned

- How to write number sentences using different components.
- How to decompose quantities within 10 into two parts.






Counting numbers and representing quantities up to 100



Today is the 100th day of school, we are going to celebrate this day by doing some fun activities

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Happy 100th day of school



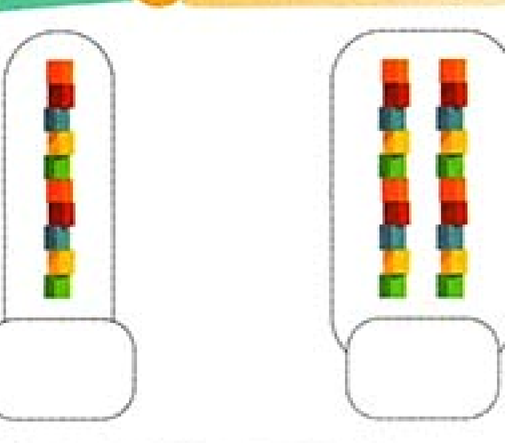
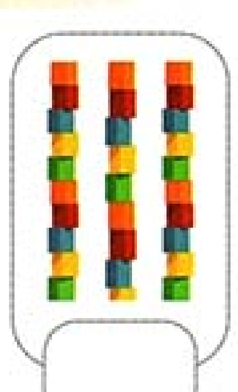
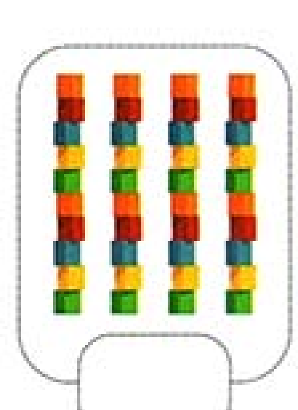
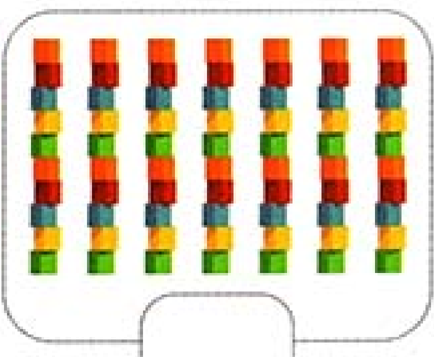
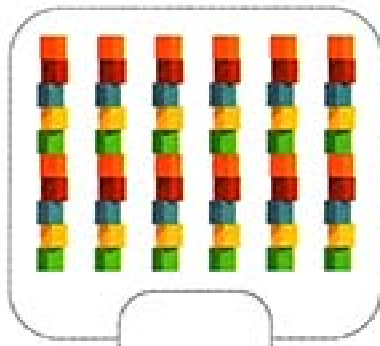
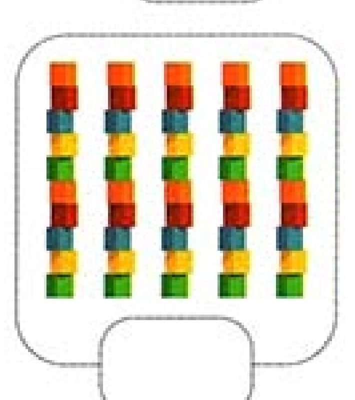
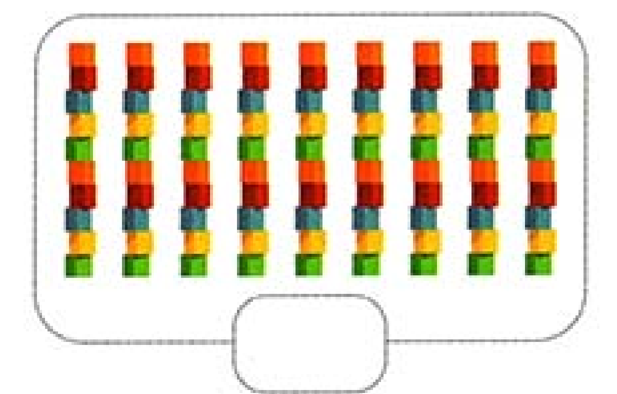
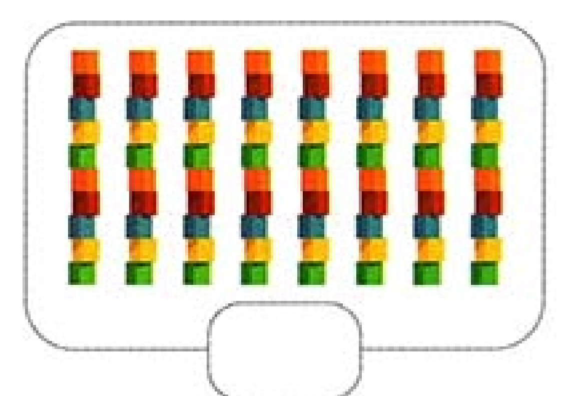
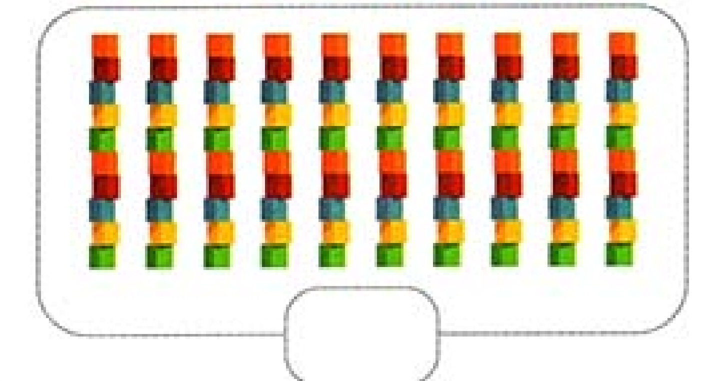


Daily Practice:

- Let your child count 100 days of school in calendar and ask him/her to circle the hundred day.
- Invite your child to count 100 days of school by using hundred chart and encourage him/her.



Activity 1 **Count in tens, then write the number:**

Note that

- We can count by ten starting with any multiple of 10 to reach 100



Parents' Tips:

- Encourage your child to make some practices about counting by tens.



Activity 2 Draw using (10) to complete reaching 100:

Example

(10) (10) (10) (10)
(10) (10) (10)
(10) (10) (10)

40 + 60 = 100

(10) (10) (10) (10)
(10)

50 + ______ = 100

(10) (10) (10) (10)
(10) (10) (10) (10)

80 + ______ = 100

(10) (10) (10) (10)
(10) (10) (10) (10)
(10)

90 + ______ = 100

(10) (10) (10)

30 + ______ = 100

(10) (10)

20 + ______ = 100

Activity 3 Color the correct circle:

20 + 50	85 + 10	80 - 40
75 30 70	15 95 90	30 50 40

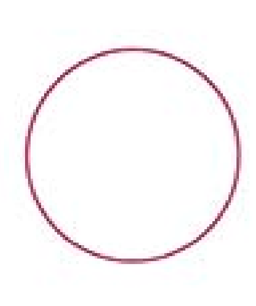
90 + 10	70 + 30	60 - 20
80 100 70	100 40 20	30 80 40

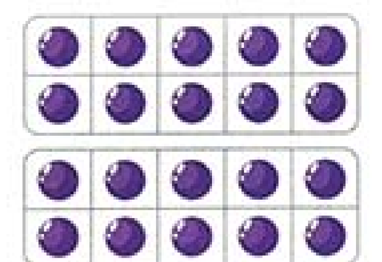


Parents' Tips:

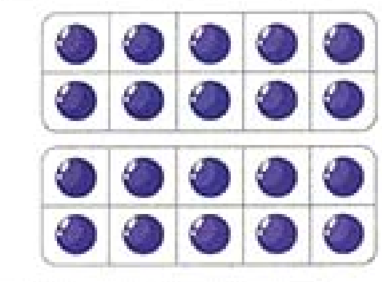
- Let your child complete counting by 10 starting with any multiple of ten to reach 100.

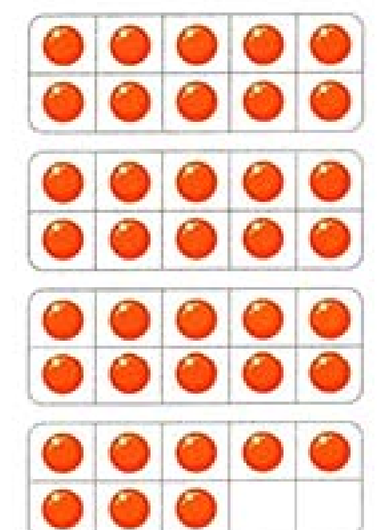
Activity 4 Count in ones and tens, then compare using (< , > , =):



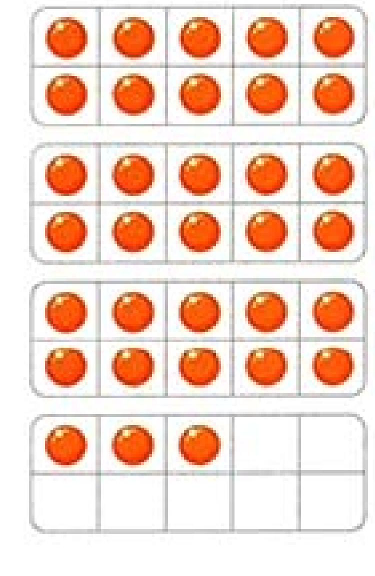


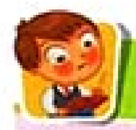












I learned

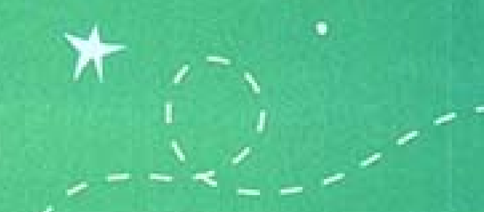
- How to count in tens up to 100 (10, 20, 30, 40, 50, 60,......., 100).
- How to represent quantities up to 100.







General Activities on Chapter 4



1 Subtract using the place value:



....



....



....



....



....



....





2 **Color the shapes in each row according to the number of sides and corners:**

Sides: 4
Corners: 4

Sides: 3
Corners: 3

Sides: 4
Corners: 4

Sides: 0
Corners: 0

3 Name each solid in each row, then circle the objects that are alike:

____

____

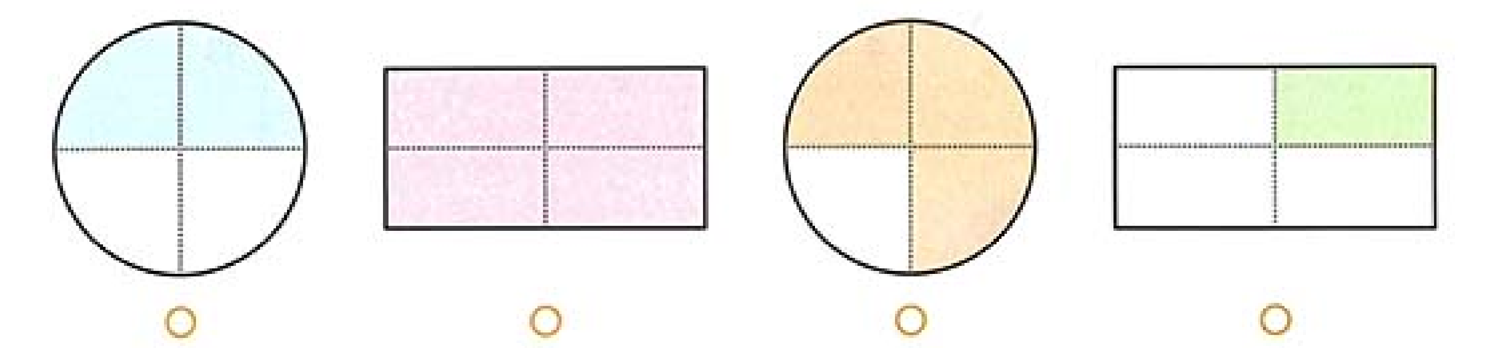
____

____

____



4 Join:



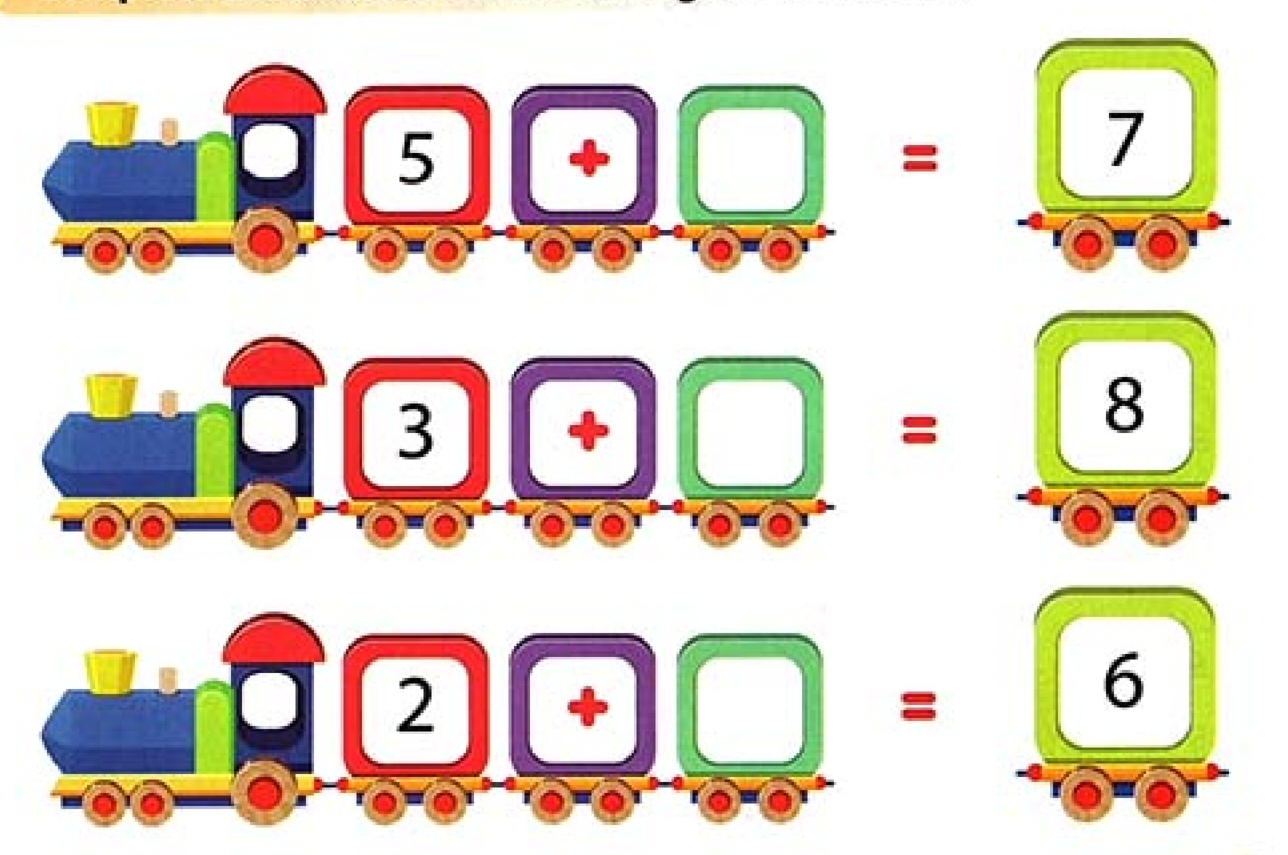
3 fourths

1 quarter

One half

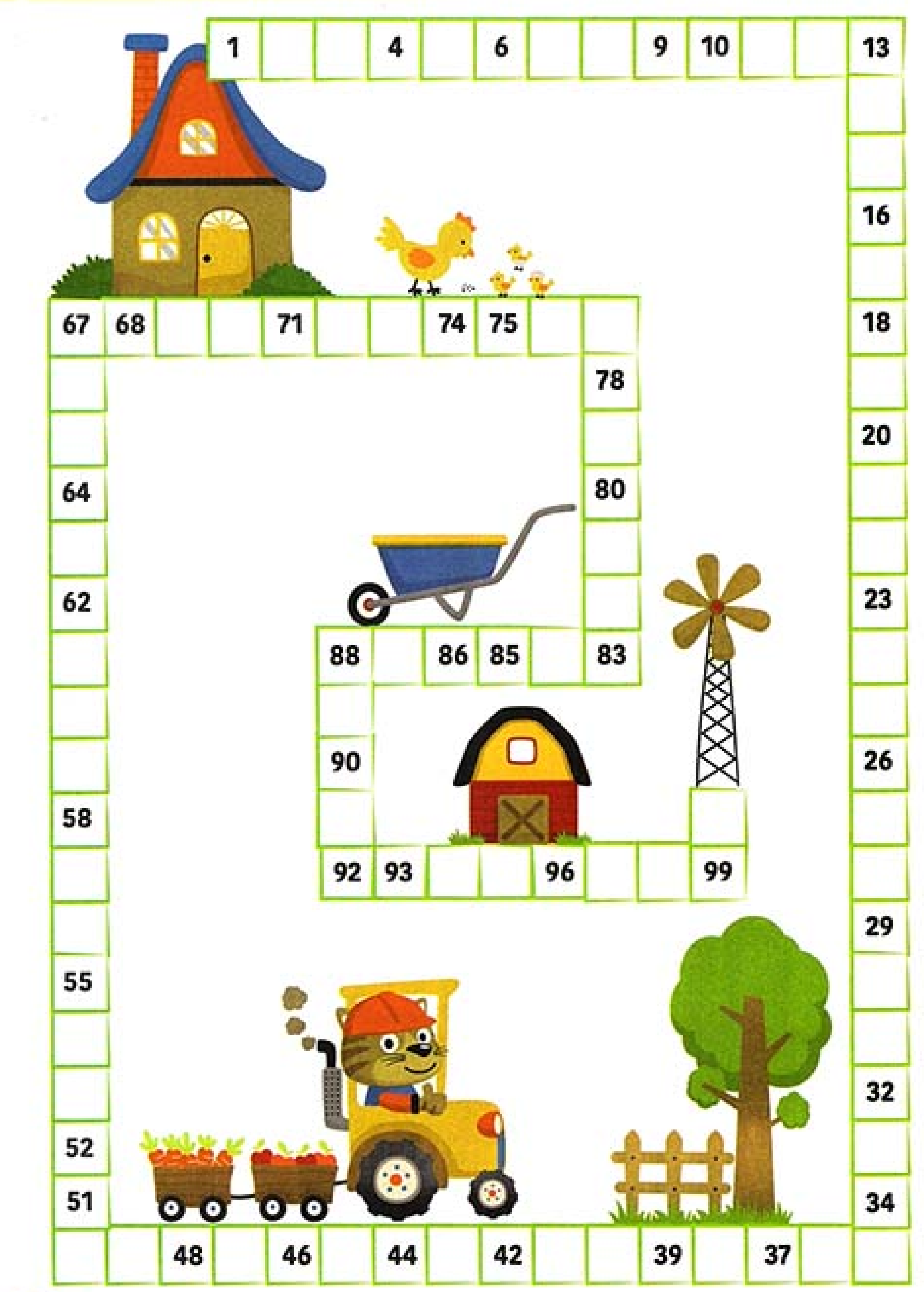
One whole

5 Complete the addition sentence to get the number:





6 Complete:



1
4
6
9
10
13
16
18
20
23
26
29
32
34
37
39
42
44
46
48
51
52
55
58
62
64
67
68
71
74
75
78
80
83
85
86
88
90
92
93
96
99



Connect dots to form the horse

Chapter





Pacing Guide

Lessons (101&102): Identifying the time

Learning outcomes:

- identify the times of daily activities.
- identify the analog clock and digital clock.

Lessons (103&104): Adding and subtracting mentally

Learning outcomes:

- use mental math to add and subtract.
- apply strategies to add and subtract within 20.

Lessons (105&106): Addition and subtraction using amounts of money

Learning outcomes:

- add and subtract amounts of money to 100 Egyptian pounds.

Lesson (107): Composing and decomposing the number 10

Learning outcomes:

- compose and decompose the number 10.

Lessons (108 - 110): Making 10 to add

Learning outcomes:

- make 10 to solve addition problems.

Warm up



I have 100 pounds. What can I buy from these toys?

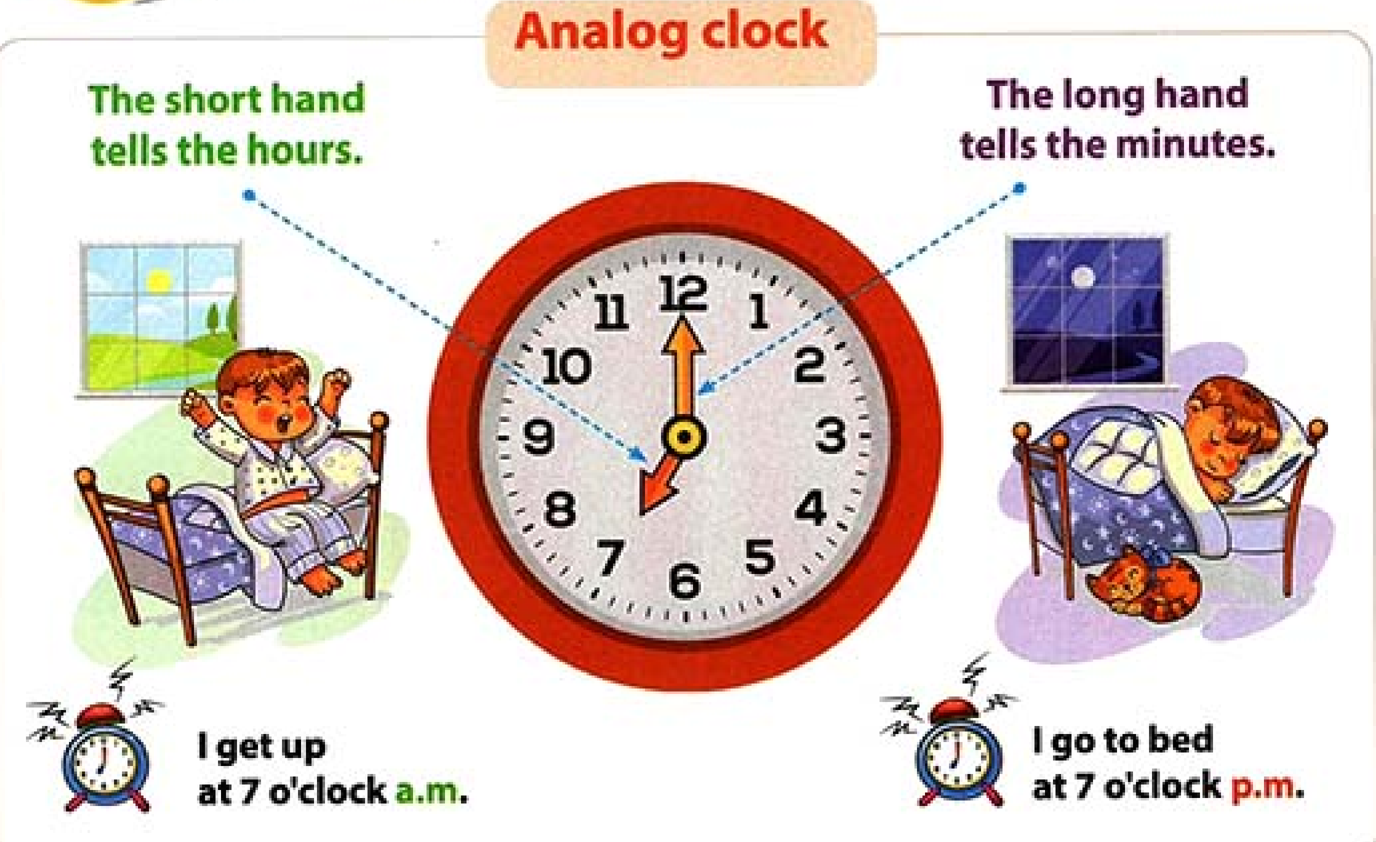
How much money will be left from my 10 pounds if I bought 6 gumballs?

This is what we will learn on this chapter.



Identifying the time

Analog clock



Digital clock



Note that

- The day has 24 hours.
- The time in the morning is defined by 7 a.m.
- The time in the afternoon is defined by 7 p.m.



Daily Practice:

- Invite your child to look at the clock in his/her room and ask him/her to tell you the time in hours.
- Discuss the times of daily activities with your child.

Key words:

Clock - Hour - O'clock



Activity 1 **Match:**





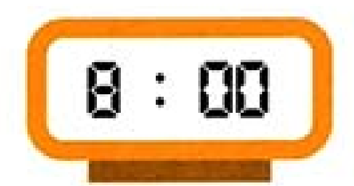






















Parents' Tips:
- Help your child recognize the time by using different types of the clock.



Activity 2 Tell the time:





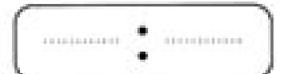

What does the clock say?



It says two o'clock.



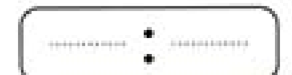
What does the watch say?



It says .... o'clock.



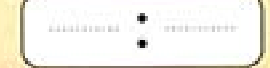
What does the clock say?



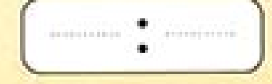
It says .... o'clock.

Activity 3 Fill in the digital clocks:

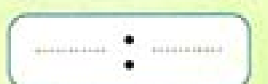
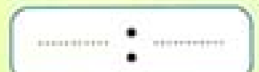
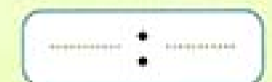
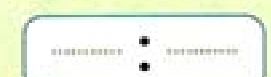







four o'clock	nine o'clock	twelve o'clock	five o'clock

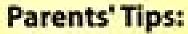





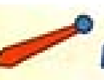


Parents' Tips:
- Encourage your child to tell the time by using a clock or a watch.
- Ensure that your child can tell the time using different types of the clock.

Key words:
Watch





Activity 4 Draw the two hands  of each clock according to the given time:

Get up



6 : 00

Go to school



8 : 00

Do homework

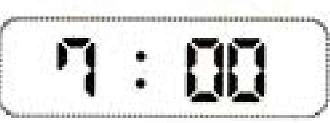


5 : 00



Play with friends





7 : 00

Take a bath

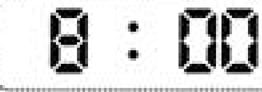


8 : 00

Go to bed







9 : 00



Parents' Tips:

- Give your child many cards, each card carries a drawn clock without hands and assist him/her to draw the hands of each clock.

Activity 5 Match:









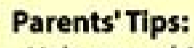











Parents' Tips:

- Help your child read the time by using different types of clock and ask him/her to match equal times of them.



Activity 6 Tell the time and draw the two hands in each clock:

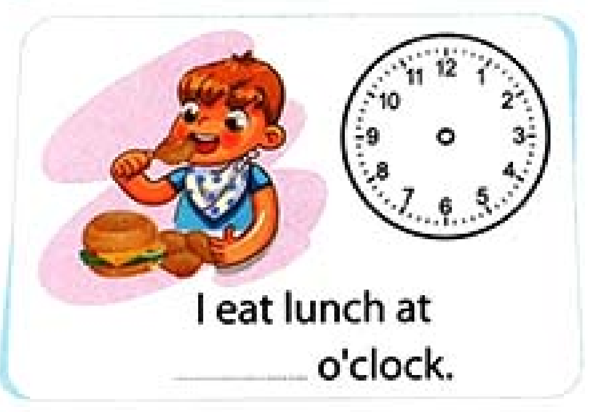
Example



I get up at 6 o'clock.



I go to school at ______ o'clock.



I eat lunch at ______ o'clock.



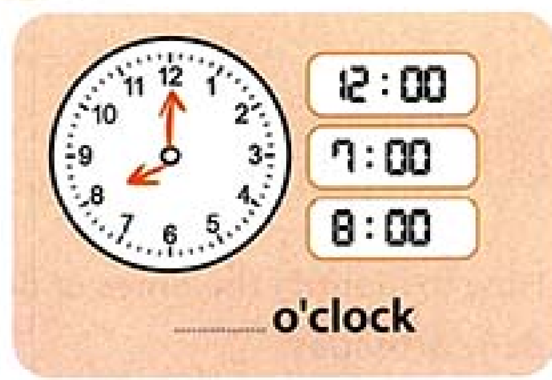
I go to bed at ______ o'clock.

Activity 7 Color the correct time, then read it:

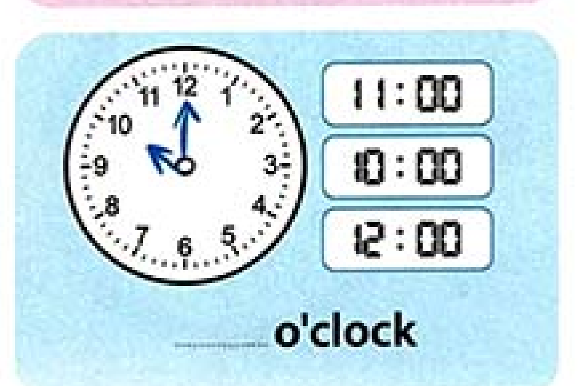
Example



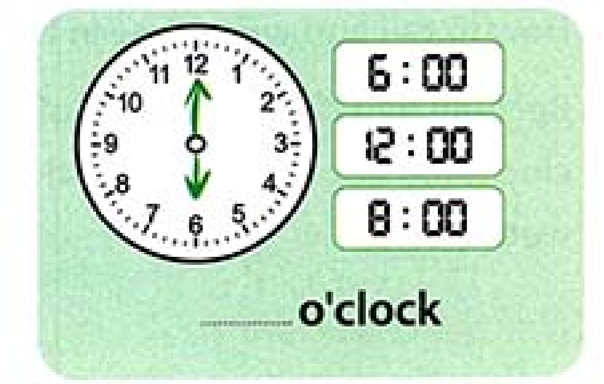
five o'clock



______ o'clock



______ o'clock



______ o'clock



Parents' Tips:

- Let your child recognize the activities of the daily routine and the time of each activity, then ask him/her to draw the hands of the clock to show the time of each activity.



Activity 8 **Look at the pictures, then complete:**





- Hanan goes to bed at .... o'clock.
- Sherif goes to bed at .... o'clock.
- .... goes to bed earlier than ....

I learned

- How to identify the times of doing daily activities.
- How to tell and write time in hours.
- Recognizing different kinds of clocks (analog clock, digital clock, watch, etc).







Adding and subtracting mentally

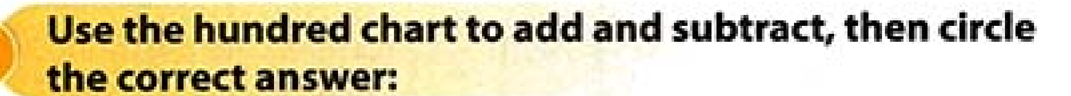


- We add or subtract in ones by moving across the chart.
- We add or subtract in tens by moving up or down the chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

19 – 9
Start with 19 and move backwards 9 steps, you will reach 10.

17 + 20
Start with 17 and move down 2 rows, you will reach 37.



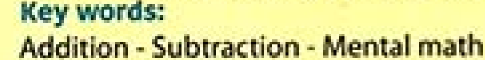
Use the hundred chart to add and subtract, then circle the correct answer:

Problem	Choices
12 − ...... = 4	10, 4, 8
57 + ... = 77	30, 20, 10
64 − ...... = 34	20, 30, 45



Daily Practice:
- Invite your child to count the days which he/she has been in school and ask him/her to draw a circle around the day he/she passed in the hundred chart.

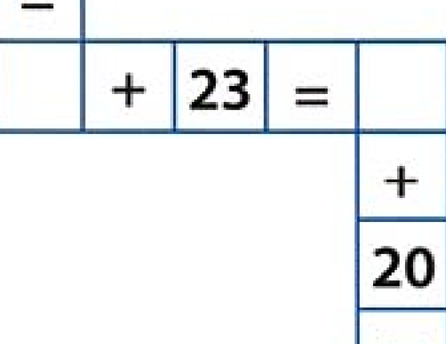
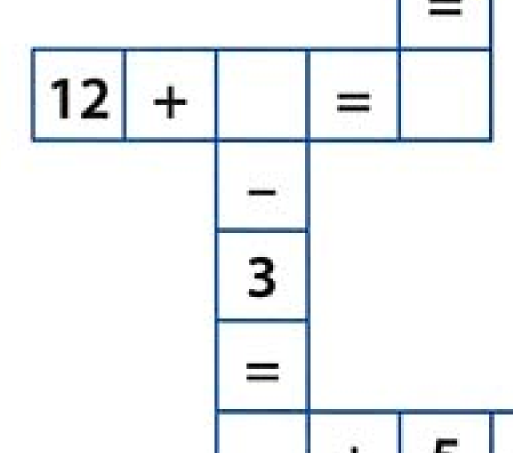
Key words:


Addition - Subtraction - Mental math



Activity 2 Complete the missing numbers using 100 chart:

Start

7 − 3 = ___

___ + 16 = ___

___ + 11 = ___

___ − 2 = ___

___ + 23 = ___

___ + 20 = ___

12 + ___ = ___

___ − 3 = ___

___ + 5 = ___

___ − 30 = ___

30 + ___ = 70

___ − 5 = ___

___ + ___ = 70

___ + 14 = ___

___ − 3 = ___

___ + 4 = ___

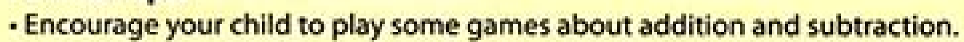
___ − ___ = 5

10 + ___ = ___

___ − 20 = ___

___ + 2 = ___ **End**



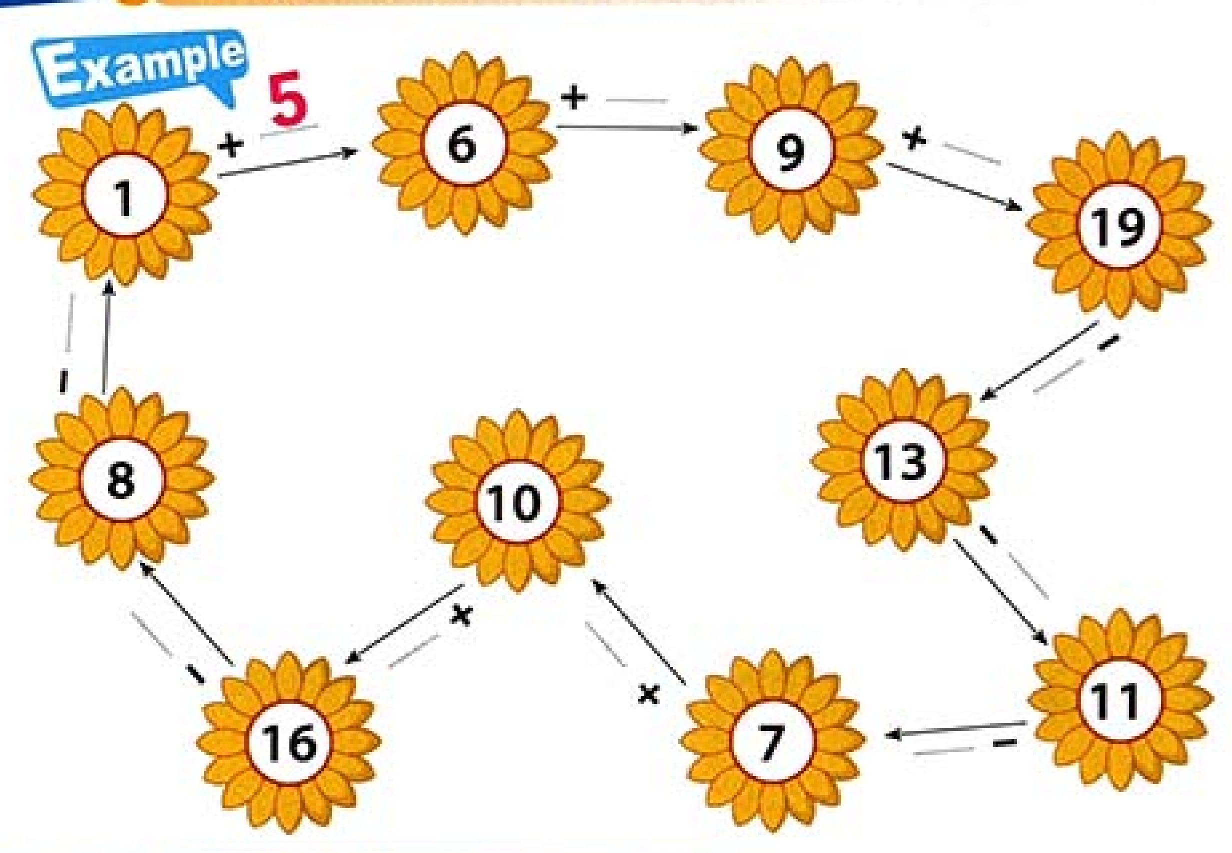



Parents' Tips:

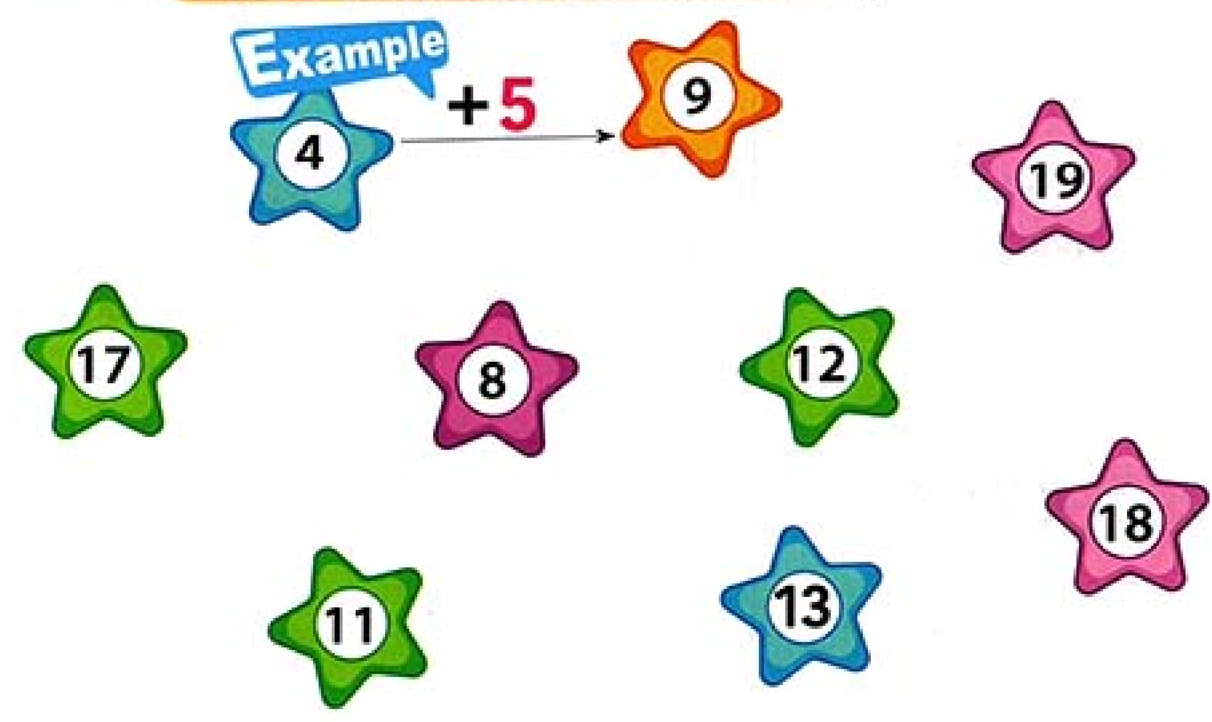
- Encourage your child to play some games about addition and subtraction.



Activity 3 **Complete the missing numbers with addition or subtraction:**



Activity 4 **Match between the numbers by forming addition or subtraction arrows to complete the game:**





Parents' Tips:

- Encourage your child to add and subtract numbers using mental math.
- Assist your child to play the game of number up and down starting from any number and add or subtract according to arrows and signs.



Activity 5 **Write numbers between 1 and 20 in the circles, then write the relation between them using (+ or –):**



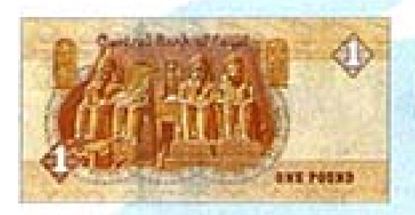
- How to use mental math to solve addition and subtraction problems.





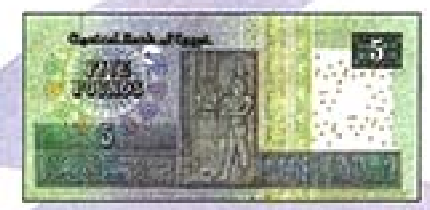
Addition and subtraction using amounts of money

L.E. 1





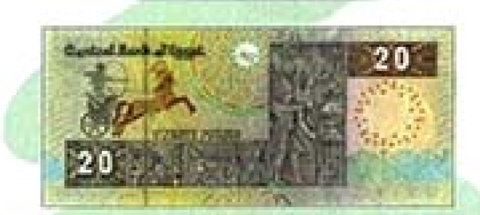

L.E. 5




L.E. 10



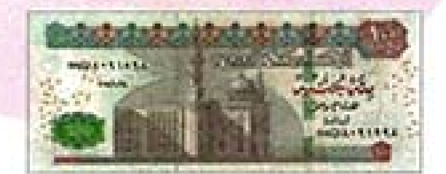

L.E. 20




L.E. 50




L.E. 100



Daily Practice:

- Encourage your child to count days of school he/she has spent and ask him/ her to draw a circle around the day he/she passed in the calendar.
- Let your child recognize different notes of money and add three amounts.



Activity 1 Circle the notes of money which you need to buy each object:













Parents' Tips:

- Encourage your child to calculate some amounts of money which he/she needs to buy some objects.

Activity 2 **Write the amount of money, then match the equal amounts:**

L.E. .... | L.E. ....

L.E. .... | L.E. ....

L.E. .... | L.E. ....

L.E. .... | L.E. ....



Parents' Tips:

- Encourage your child to match equal amounts of money.

Activity 3 Read and answer:

Hamada has the opposite amount of money. He wants to buy a toy for L.E. 56.

How much change will he get?



•The change which he will get = L.E. ____ – L.E. ____ = L.E. ____

Tamer has 85 pounds and Hany has 60 pounds.

Find the difference between the two amounts of money.



•The difference between the two amounts = ____ pounds – ____ pounds = ____ pounds

Noha had L.E. 74, she bought a dress for L.E. 52.

How much money will be left with her?



•The money will be left with Noha = L.E. ____ – L.E. ____ = L.E. ____





Parents' Tips:

- Let your child calculate the amounts of money to buy some objects.
- Assist him/her to know how to calculate the difference between two amounts of money.

Activity 4 **Observe the following items, then draw a circle to choose:**









- Nora bought a sea bucket, how much money would be left with her if she had **L.E. 80**?

  L.E. 10 **L.E. 55** **L.E. 38**

- Anas spent exactly L.E. 67, he bought two items. Circle the two items he bought.

  - Ball and sunglasses L.E. 55 + L.E. 42
  - Umbrella and sunglasses L.E. 25 + L.E. 42
  - ball and umbrella L.E. 55 + L.E. 25

- Rasha had only L.E. 40, which item can she buy?









Parents' Tips:

- Guide your child to read carefully each story to find the result.

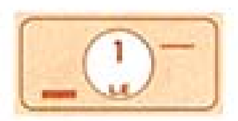
Activity 5 **Draw the amount of money as shown, then cross out to find the change:**





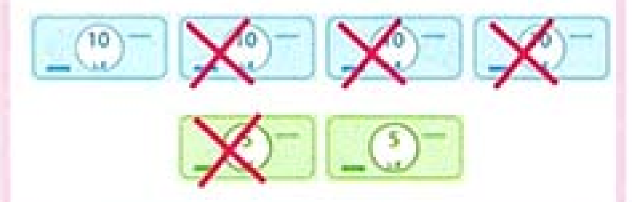






Example

Sara had L.E. 50. She bought a necklace for L.E. 35.



The change is L.E. 15

Ramy had L.E. 75. He bought a toy for L.E. 20. ....

The change is ....

Rania had L.E. 100. She bought a bag for L.E. 40. ....

The change is ....

Aly had L.E. 59. He bought a sandwich for L.E. 25. ....

The change is ....

Ayman had L.E. 64. He bought juice for L.E. 4. ....

The change is ....

Noha had L.E. 88. She bought a book for L.E. 40. ....

The change is ....

Parents' Tips:

- Ensure that your child can calculate the amounts of money and know how to spend them.

Activity 6 Find the total amount of money:

Example



Total money: L.E. 64



Total money: L.E. ....



Total money: L.E. ....



Total money: L.E. ....

Activity 7 Find the amount of money left after buying each object:

Example



L.E. 41 | L.E. .... | L.E. .... | L.E. ....



Parents' Tips:

- Help your child to calculate the money he/she spent and the amount of money left with him/her in the above activity.

Activity 8 **Draw to represent each amount of money in different ways using cards:**

100 L.E | 50 L.E | 20 L.E | 10 L.E | 5 L.E | 1 L.E

L.E. 85

50 + 10 + 20 + 5

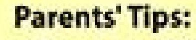
5 + 20 + 20 + 20 + 20

L.E. 90

L.E. 56

L.E. 48

L.E. 100



Parents' Tips:

- Give your child some notes of money and ask him/her to write each amount and repeat this practice.

Activity 9 **Count the amount of money in each money box, then complete:**



L.E. ....



L.E. ....



L.E. ....

The 6 money boxes have an equal amount of money which is **L.E.** ....

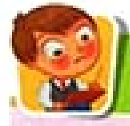




L.E. ....



L.E. ....



I learned

- How to add and subtract using amounts of money.
- How to create one amount of money using different notes.





Composing and decomposing the number 10

Observe the components of the number 10

2 + 8

1 + 9

5 + 5

4 + 6

3 + 7

10




Daily Practice:

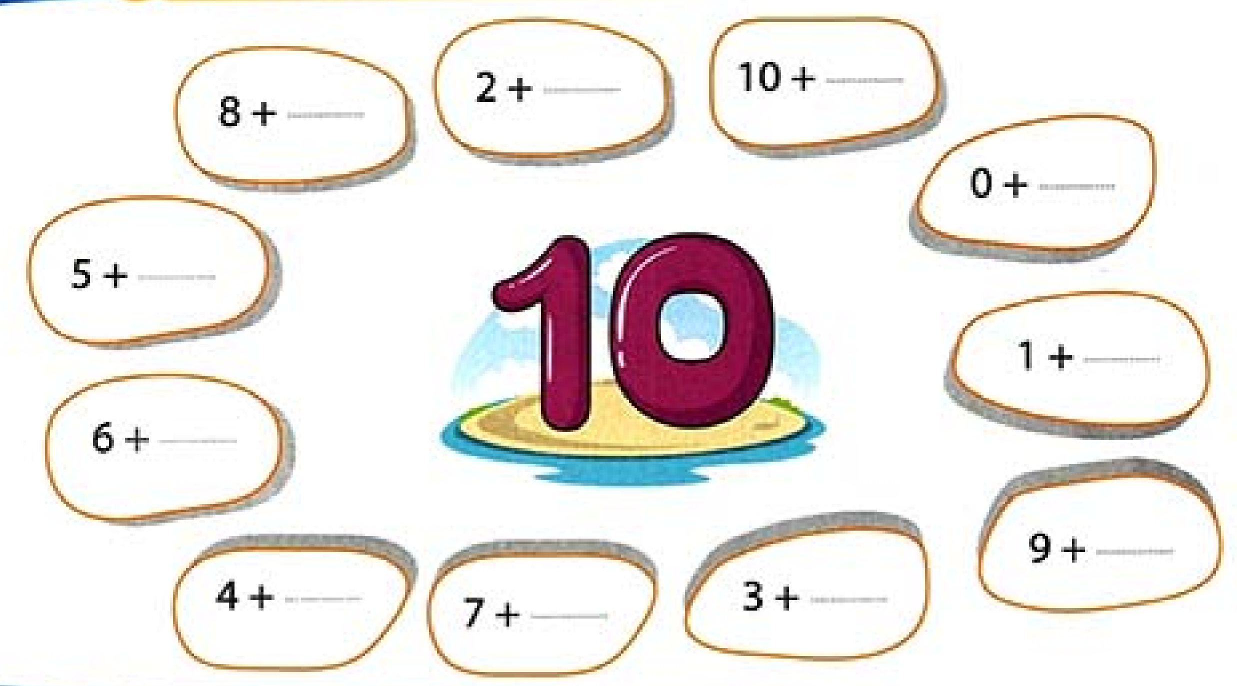
- Invite your child to count the days of school he/she has been and ask him/her to draw a circle around the day he/she passed in calendar.
- Let your child recognize components of 10.

Key words:

Composing - Decomposing




Activity 1 Complete to compose 10:

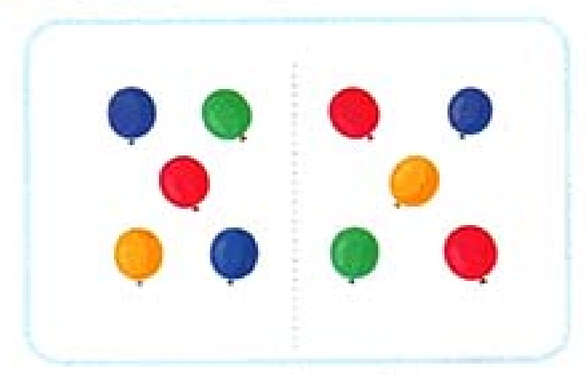


Activity 2 Add the objects in each figure, then complete:

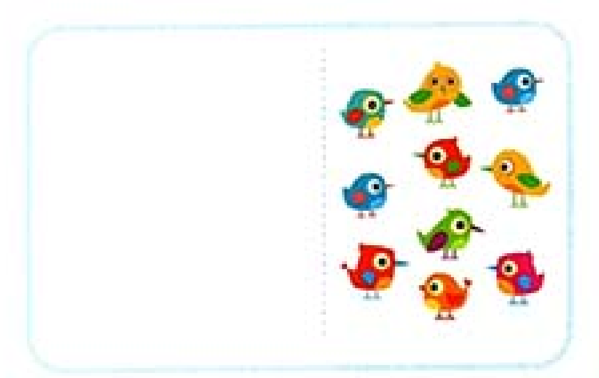
Example



8 + 2 = 10



...... + 5 = 10



...... + 10 = 10



...... + ... = 10

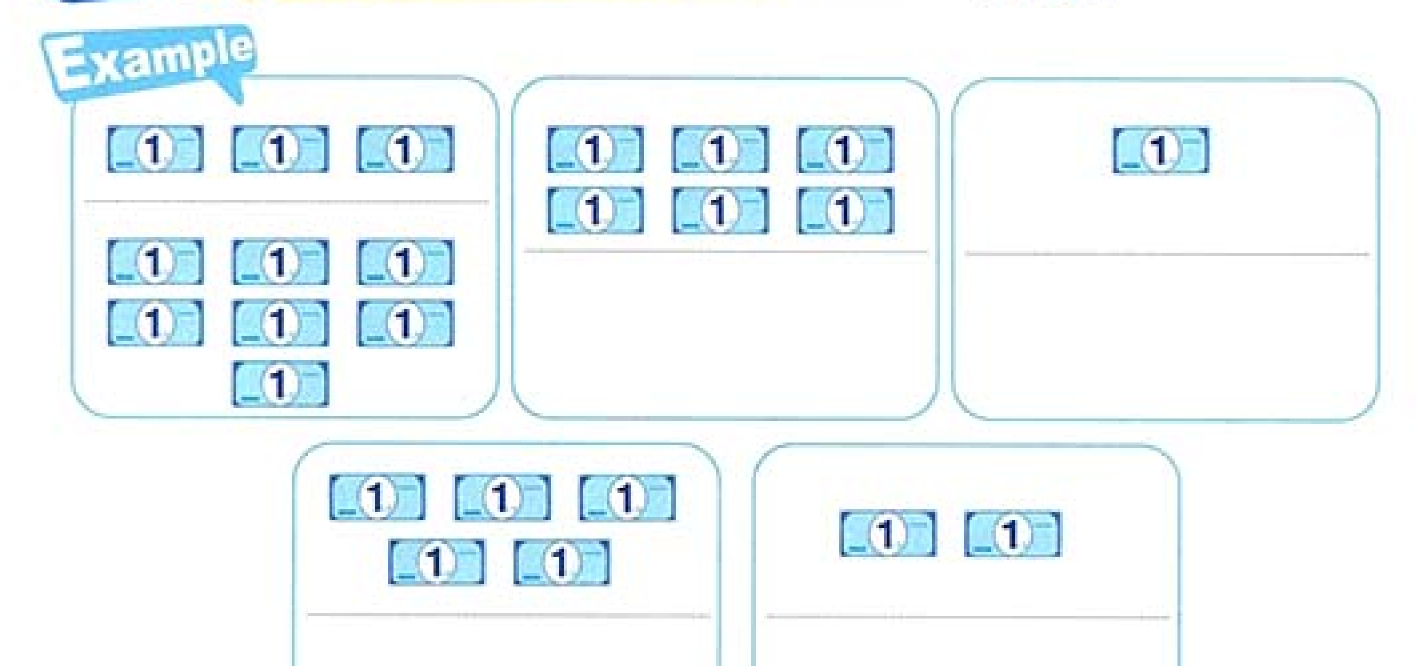


Parents' Tips:

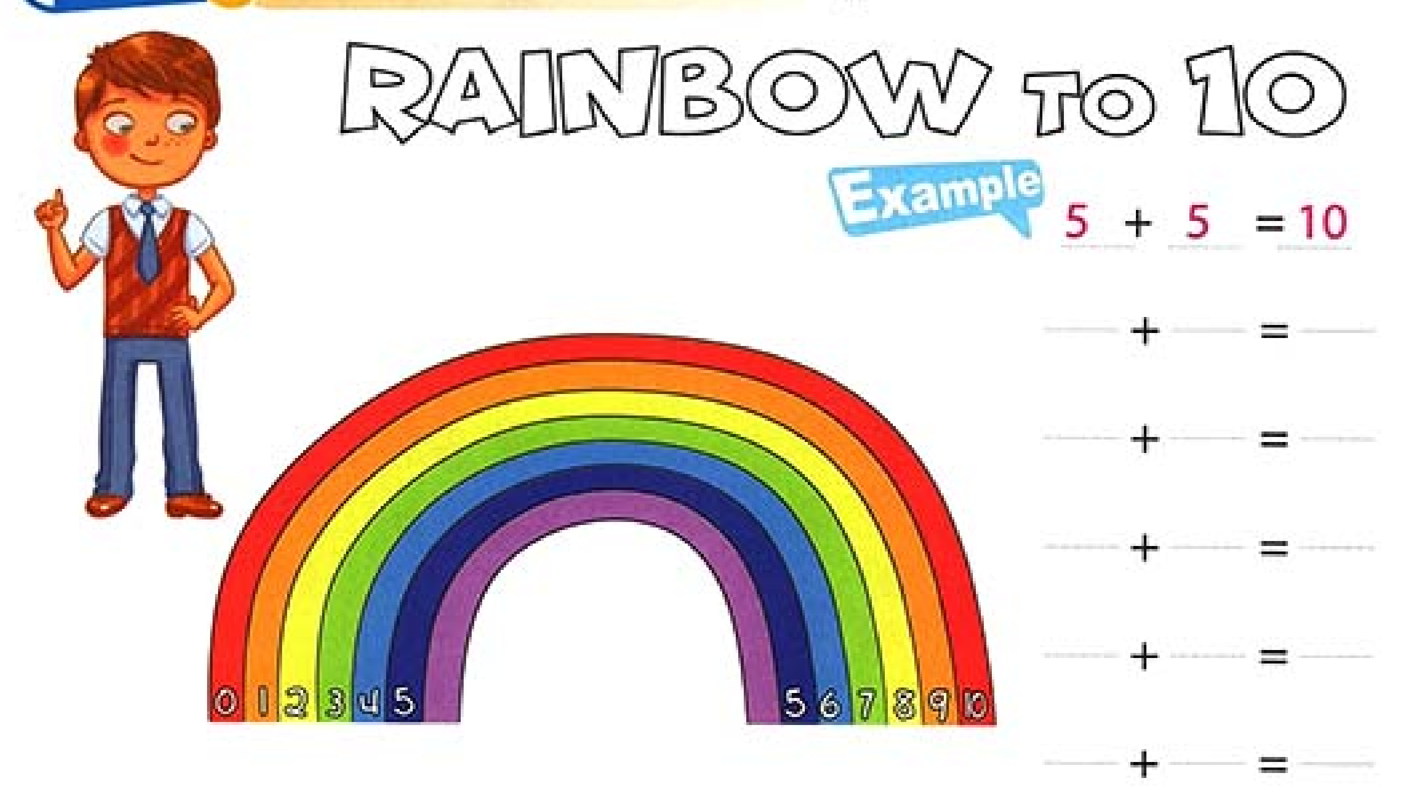
- Encourage your child to do some practice about adding two numbers to make 10 and ensure that he/she can write the number sentences of 10.



Activity 3 Draw banknotes to make L.E. 10 using 1 :



Activity 4 Observe the rainbow and complete:





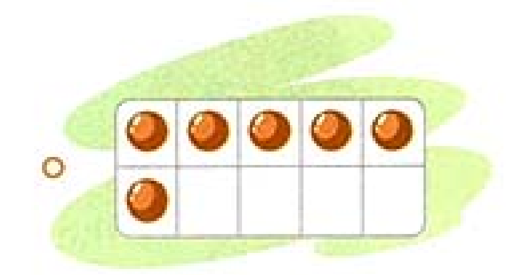
Parents' Tips:

- Assist your child to use Rainbow of 10 to make number 10 in different ways.



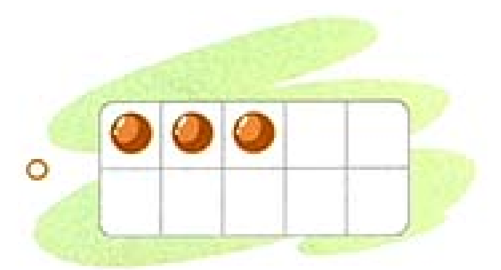






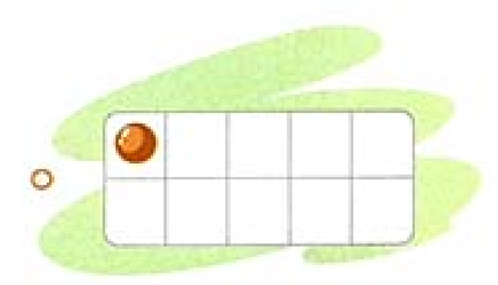
How many more balls to have 10?





How many more balls to have 10?



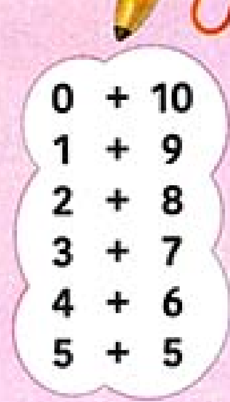


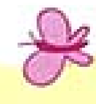
How many more balls to have 10?

I learned

- Recognizing the components of the number 10.
- How to compose and decompose the number 10.





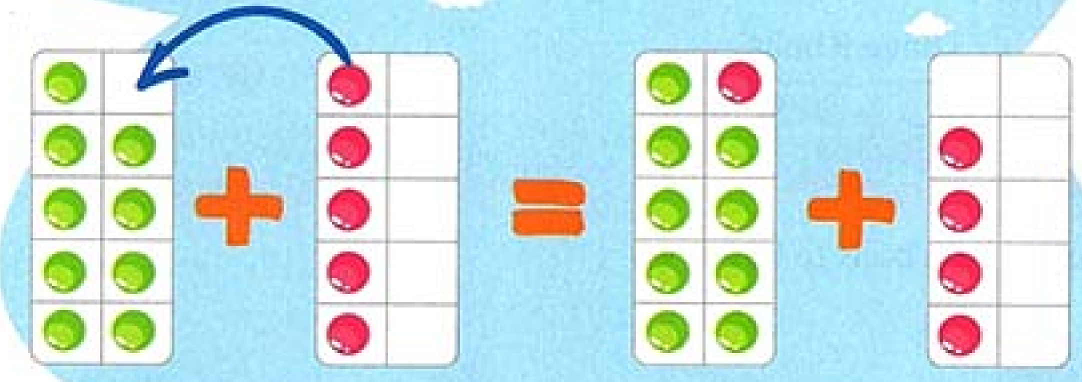


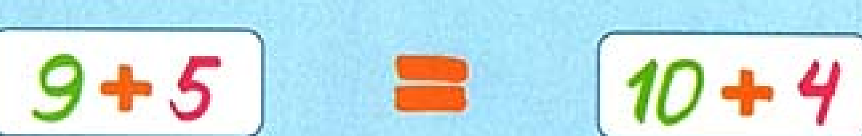
Lessons 108-110

Making 10 to add



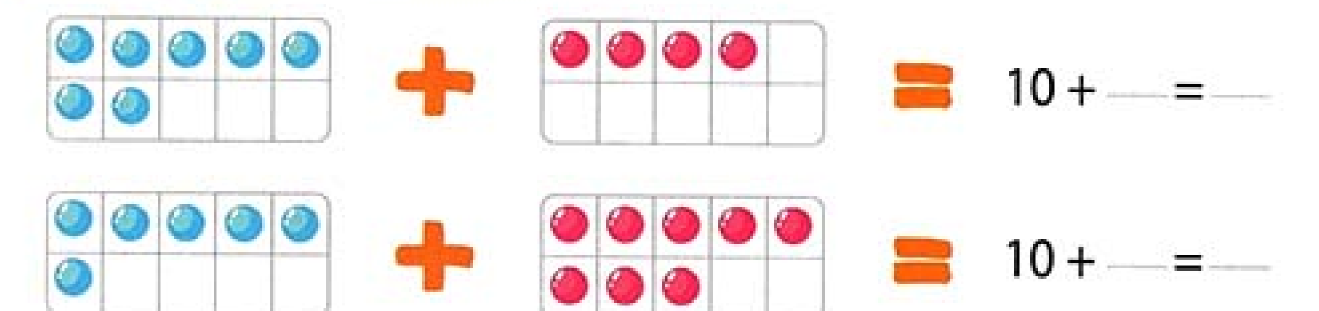
Move 1 counter from the second ten frame to the first ten frame to make number 10





I can compose 10 to solve addition problems quicker and easier.

Activity 1 **Fill one of ten frames to add easily and complete:**





Daily Practice:

- Encourage your child to count days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.

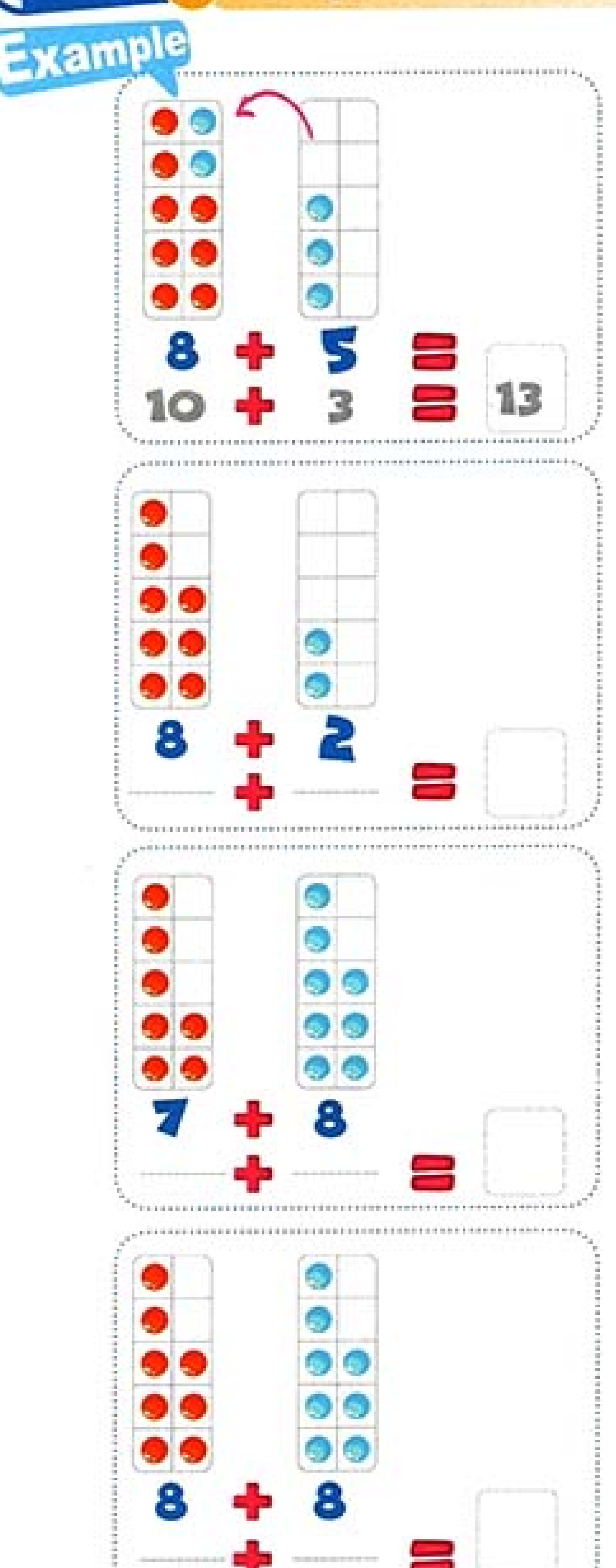


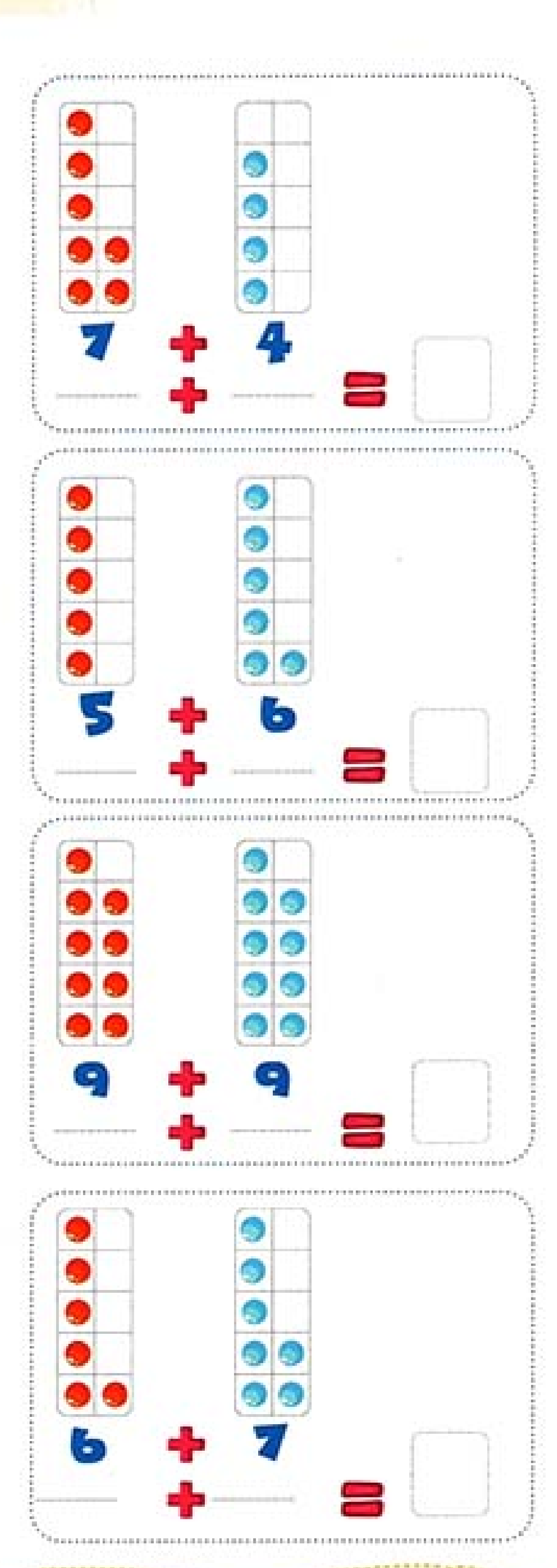




Activity 2 **Compose 10 and add:**

Example







Parents' Tips:
- Discuss with your child how to use ten frames and counters for solving addition problems easier and quicker, then let him/her solve some problems.



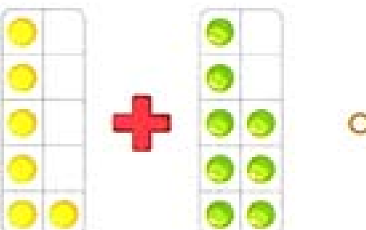
Activity 3 Add, then match:

Example

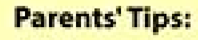
10 + 4

10 + 1

10 + 3









Parents' Tips:

- Help your child use ten frames and counters for making 10 to add easily, then ask him/her to match equal results of addition.



Activity 4 Draw objects in ten frames to get the result:

Example

(10 flowers)	+	(5 flowers)	= 8 + 7
(10 hearts)	+		= 6 + 5
(10 stars)	+		= 9 + 4
(10 drops)	+		= 7 + 7

Activity 5 Add to make 10 by coloring:

Example

4 + 6 = 10

8 + 2 = 10

5 + 5 = 10

9 + 1 = 10

3 + 7 = 10

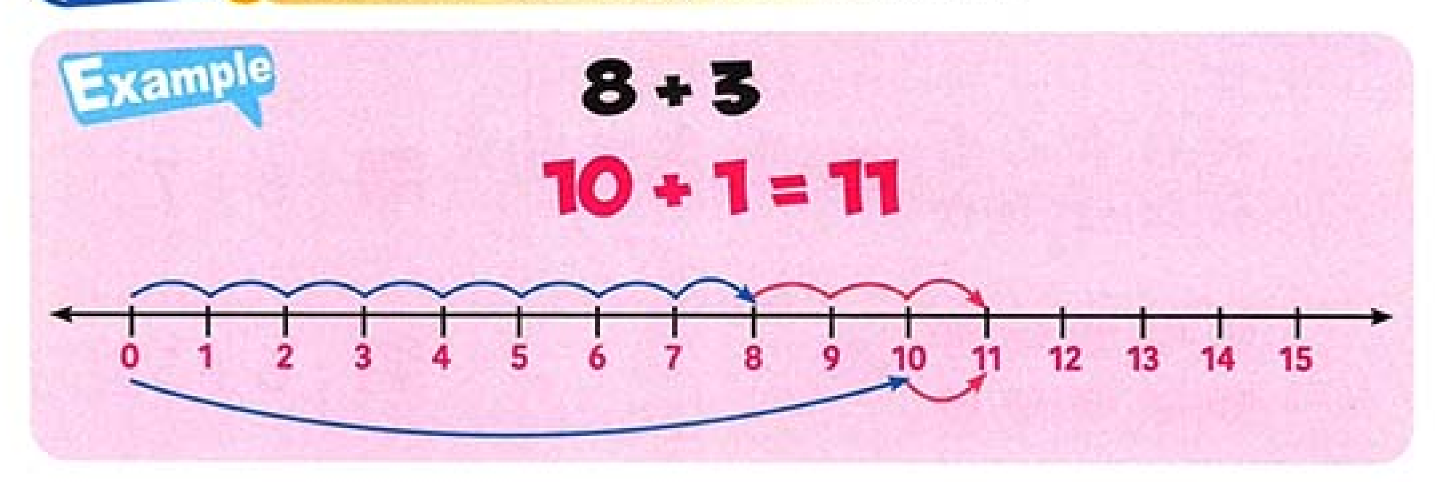


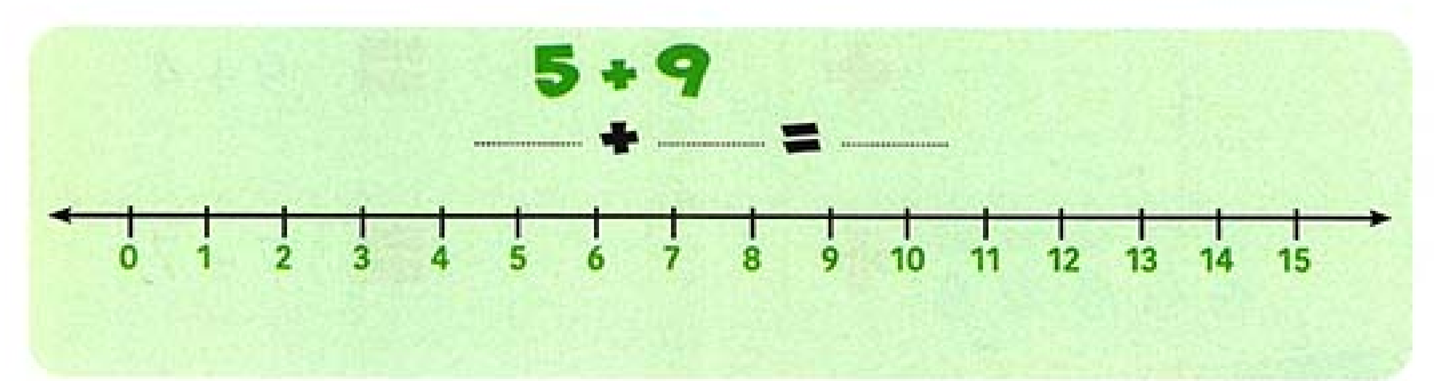
Parents' Tips:

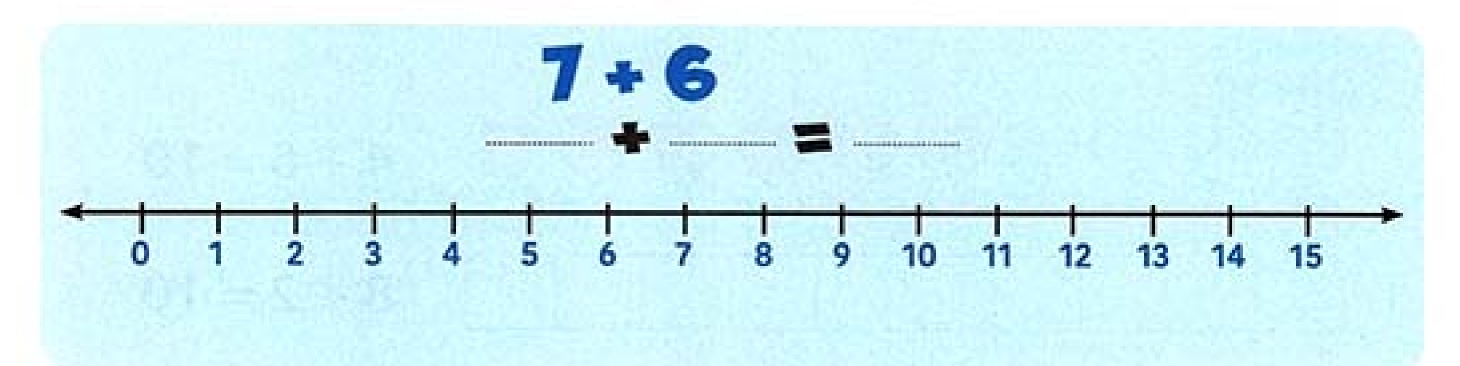
- Ensure that your child has learned how to use ten frames and counters to make 10 for solving addition problems easier and quicker.

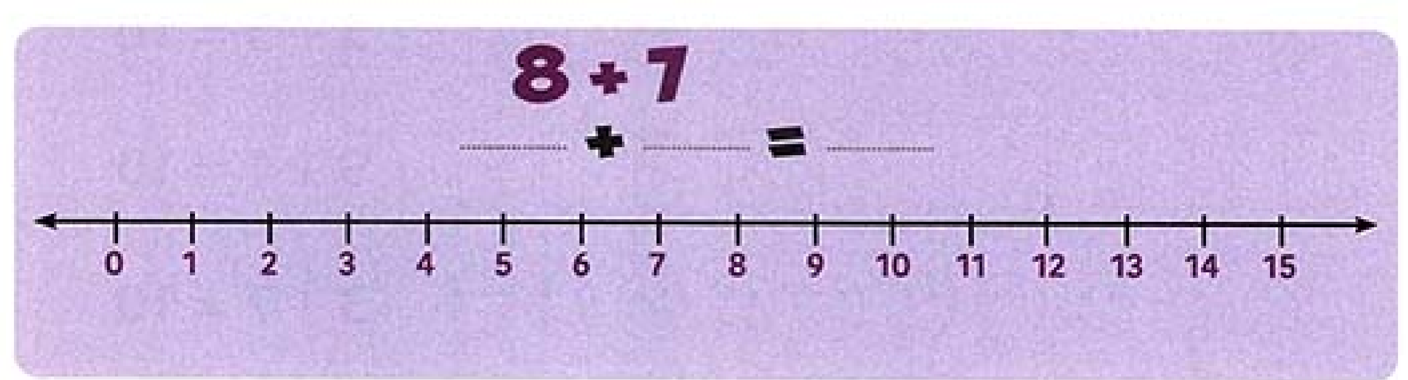


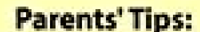
Activity 6 **Make 10 to add using the number line:**













Parents' Tips:
- Help your child use the number line to help him/her to make 10 for solving problems.

Activity 7 **Add by making 10 to complete the missing:**

Example

$8 + 5 = (8 + 2) + 3$
$= 10 + 3$
$= 13$

$9 + 4 = (9 + \ldots) + \ldots$
$= \ldots + \ldots$
$= \ldots$

$7 + 6 = (7 + \ldots) + \ldots$
$= \ldots + \ldots$
$= \ldots$

Activity 8 **Add by making 10, then compare using (> , < or =):**

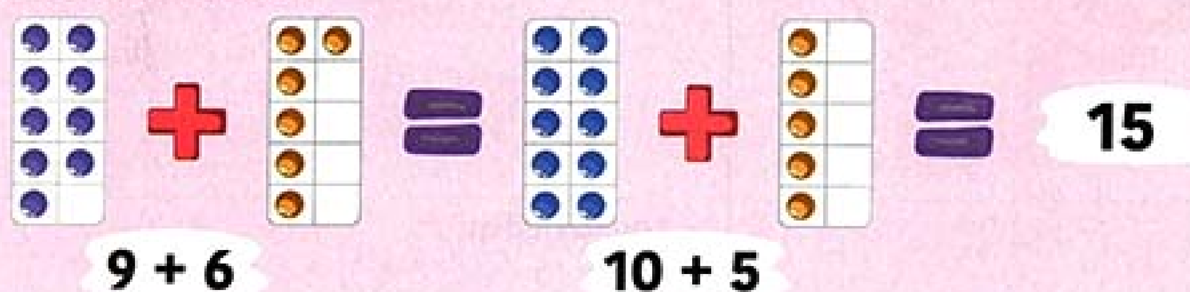
$4 + 6$ .... $5 + 6$

$7 + 5$ .... $8 + 3$

$3 + 9$ .... $4 + 8$

I learned

- How to compose the number 10 to solve addition problems quicker and easier:

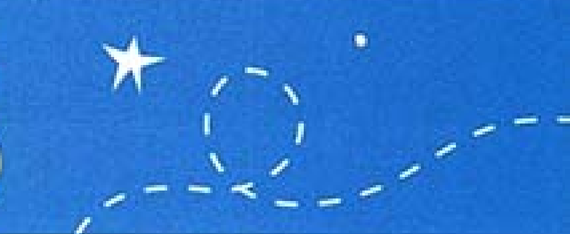








General Activities on Chapter 5



1 Write the time of each activity:



I make my bed at:



.... : ....

I eat breakfast at:



.... : ....

I go to school at:



.... : ....

I do homework at:



.... : ....

I go back home at:





.... : ....

I eat lunch at:



.... : ....

I eat dinner at:



.... : ....

I take a bath at:



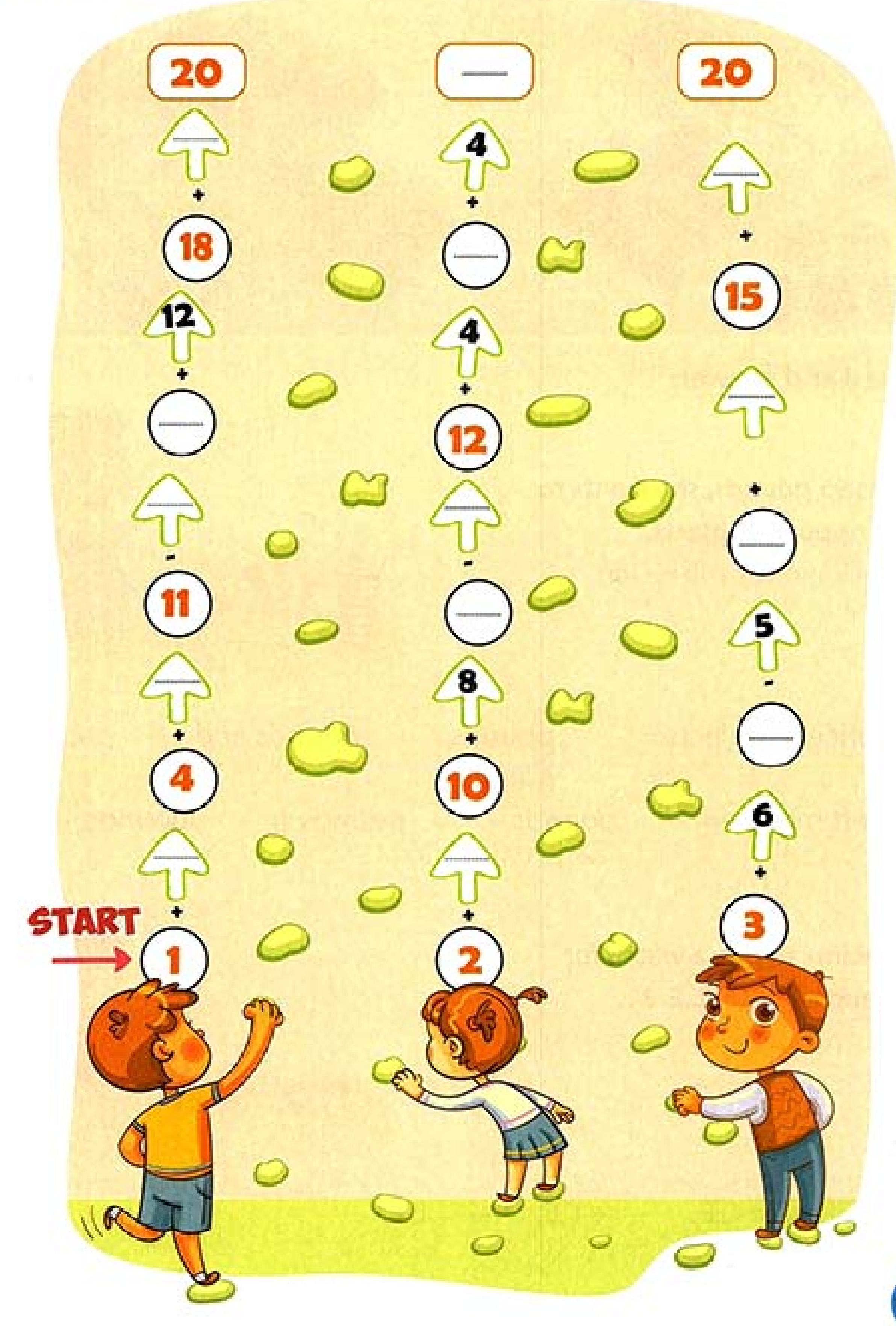
.... : ....

I go to bed at:



.... : ....

2 **Add and subtract to complete the missing numbers, (visit each circle once):**



3 **Circle notes of money in each figure that make the amount L.E. 75:**





4 **Read and answer:**

- Rana has 95 pounds, she wants to buy the opposite objects.
  How much money will be left with her?



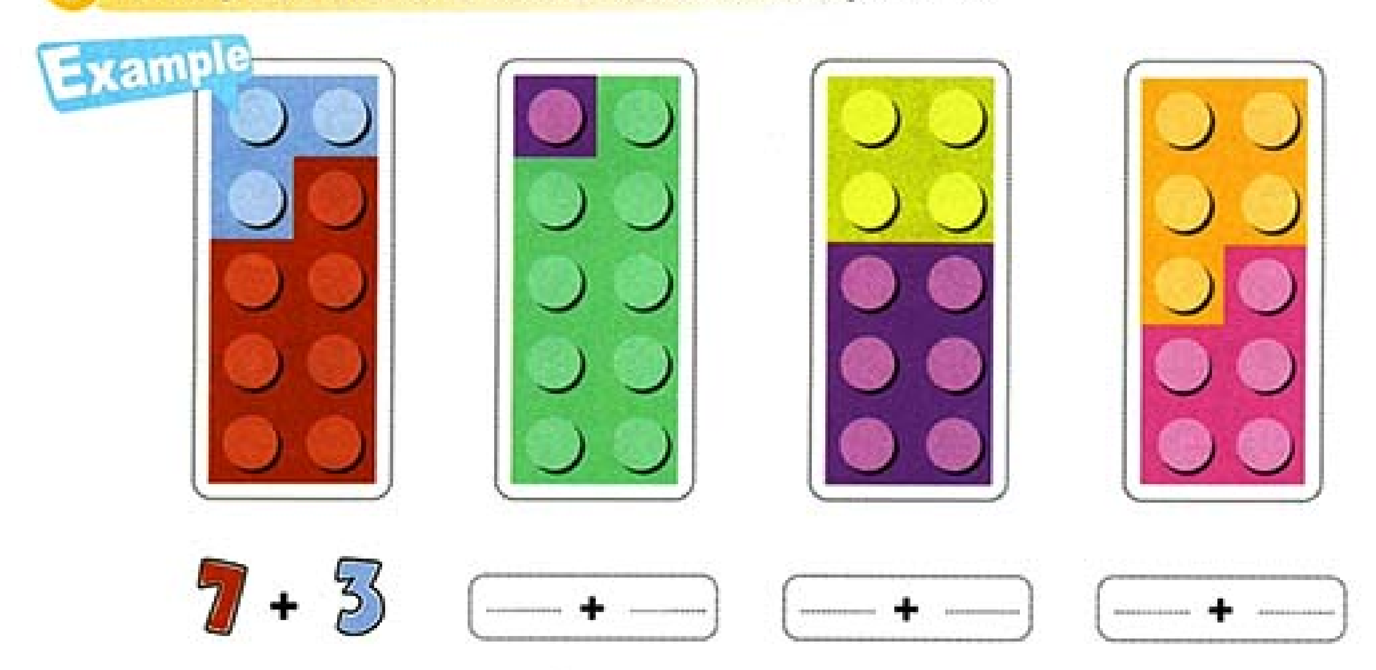
- The price of objects = ... pounds, ... pounds and ...... pounds
  = ... pounds.
- The left money = ... pounds – ...... pounds = ... pounds.

- Yassin wants to buy a watch for L.E. 30 and a hat for L.E. 21.
  How much money will he pay for the watch and the hat?



- He will pay = L.E. ...... + L.E. ...... = L.E. ....

5 Complete the number sentence to compose 10:



6 Add using the number line:

Example

7 + 5

12

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

6 + 9

....

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

8 + 3

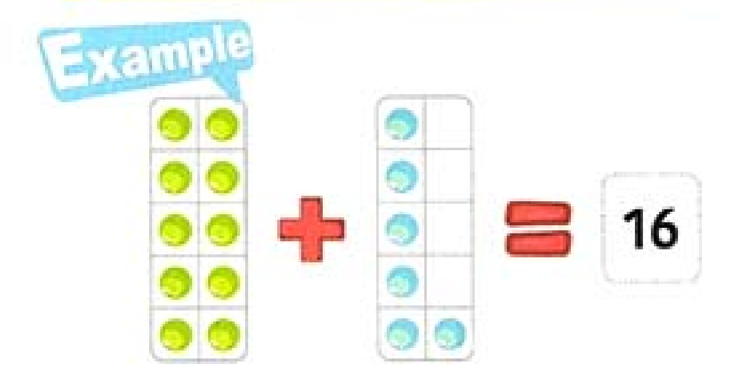
....

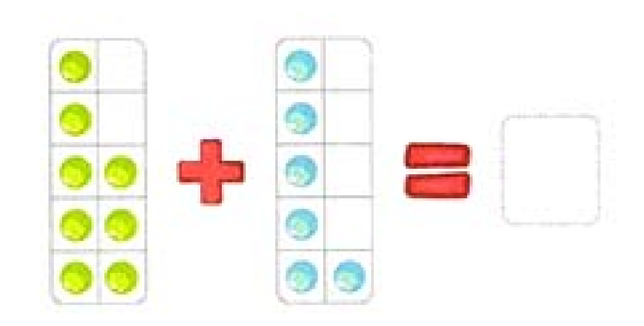
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

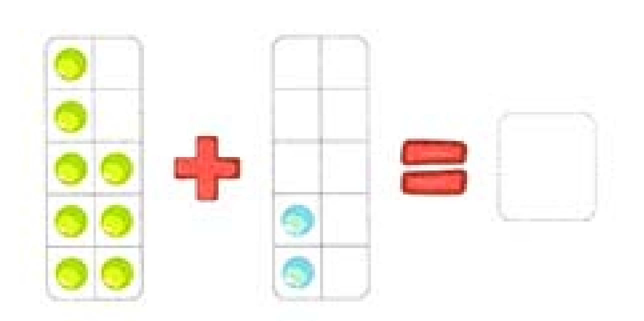


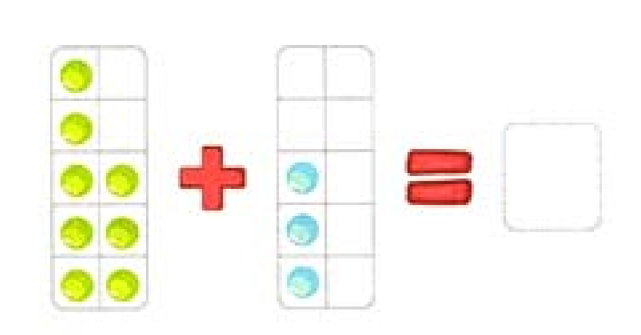
7 Make 10 to add and complete:

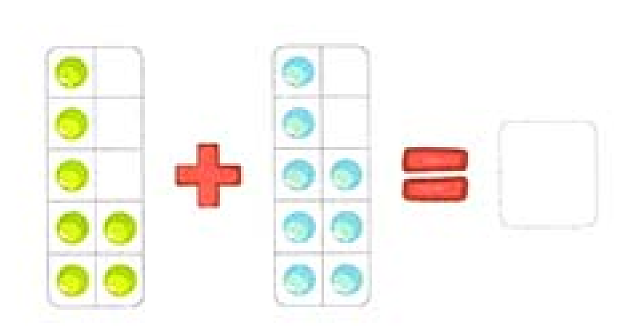
Example

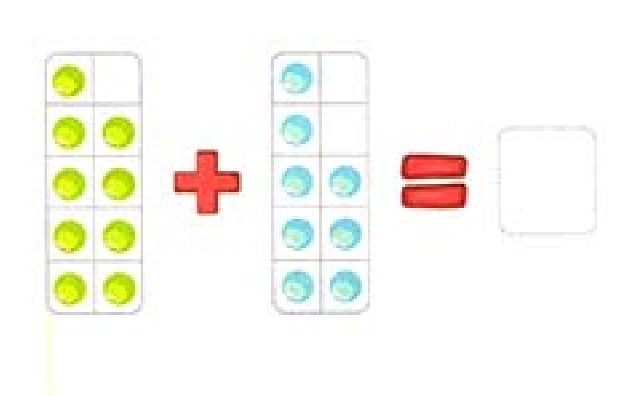


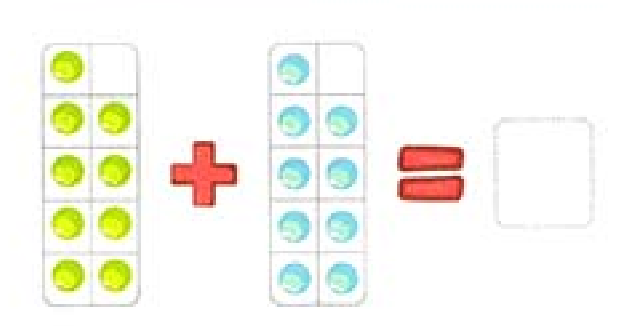


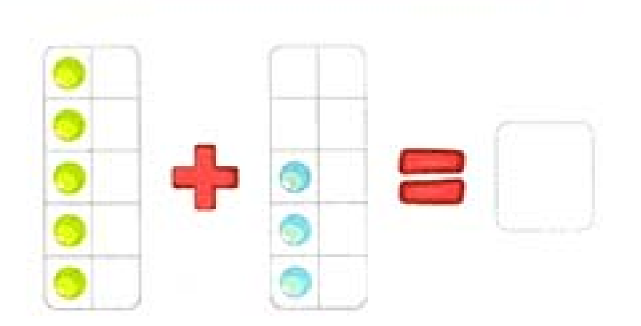














Who made each snowman?

Use the numbers below to fill in the circle:

11+3

19-8

12+11

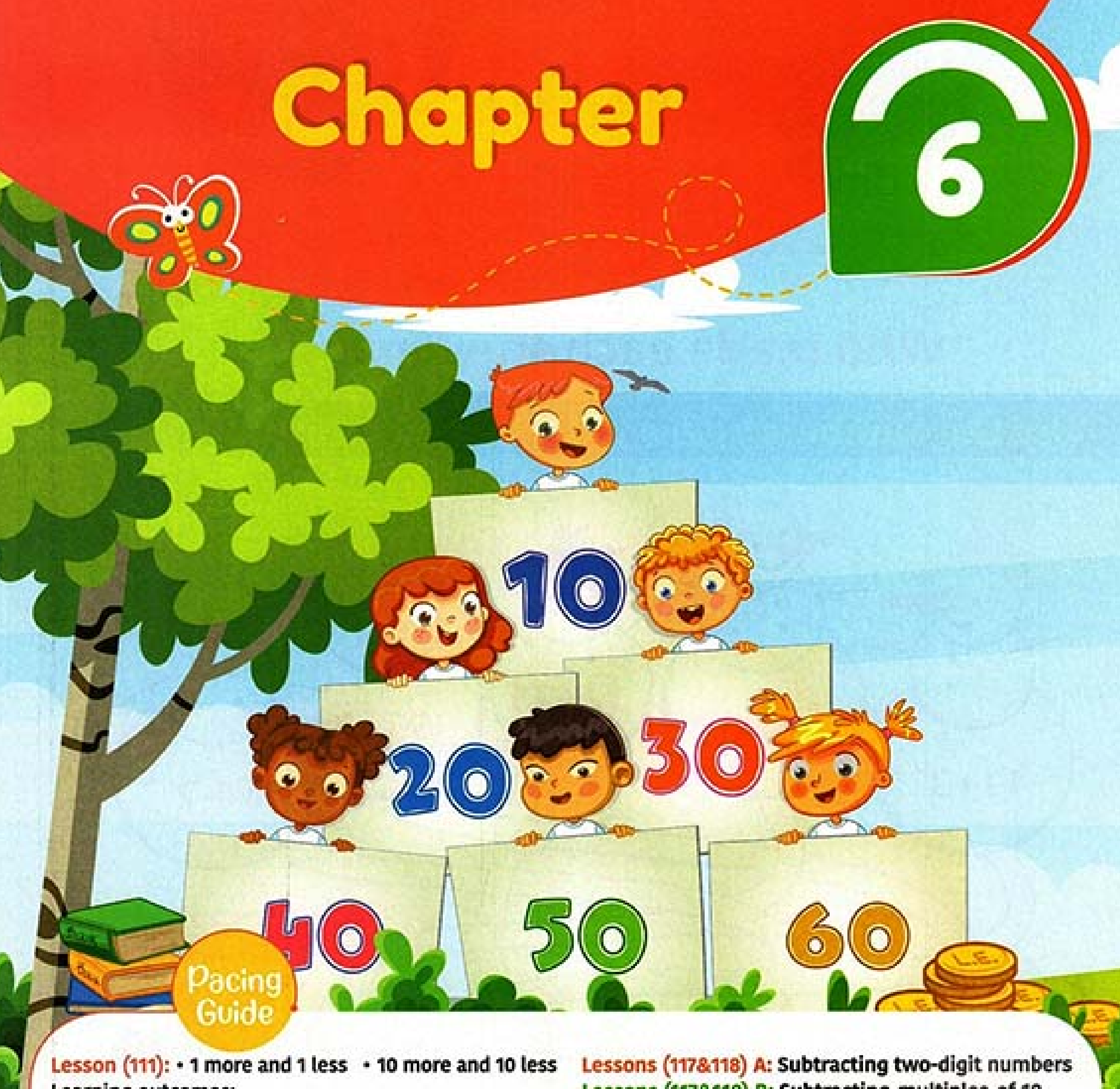
33+2

14-2

?

11 12 23 14 35

Chapter 6



Pacing Guide

Lesson (111): • **1 more and 1 less** • **10 more and 10 less**

Learning outcomes:

- Count 10 more and 10 less.
- Count 1 more and 1 less.

Lessons (112&113): Adding two-digit number and one-digit number

- Add two-digit number and one-digit number.

Lessons (114&115) A: Adding 2-digit numbers

Lessons (114&115) B: Adding multiples of 10 to 2-digit numbers

Learning outcomes:

- Learn how to add two-digit numbers.
- Learn how to add multiples of 10 to 2-digit numbers.

Lesson (116) A: Number sequence

Lesson (116) B: The value and the place value

Learning outcomes:

- Learn how to write the numbers in a sequence.
- Determine the value and the place value.

Lessons (117&118) A: Subtracting two-digit numbers

Lessons (117&118) B: Subtracting multiples of 10 from two-digit numbers

Learning outcomes:

- Review on subtracting two-digit numbers.
- Review on subtracting multiples of 10 from 2-digit numbers.

Lesson (119): The relationship between addition and subtraction

Learning outcomes:

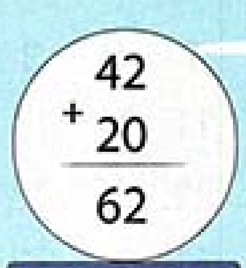
- Learn how to add and subtract using the relation between addition and subtraction.

Lesson (120): Revision

Learning outcomes:

- Review on shapes, review on money and review on time.

Warm up



53
− 10
43

10 + 6 = 16
6 + 10 = 16
16 − 10 = 6
16 − 6 = 10

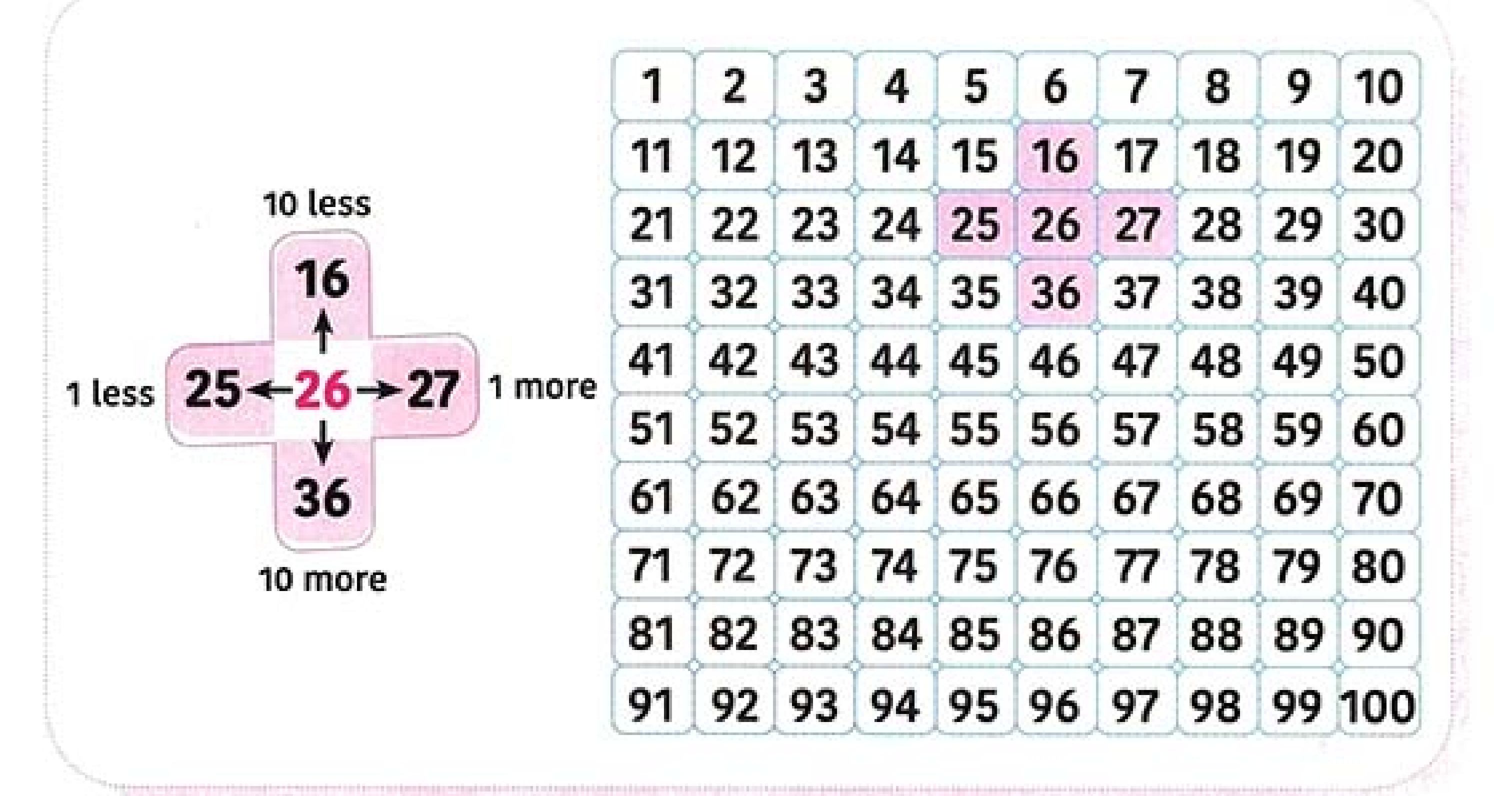
21
+ 7
28

How can we make this?

That is what we will learn on this chapter.



•1 more and 1 less
•10 more and 10 less



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

16 is 10 less than 26

36 is 10 more than 26

25 is 1 less than 26

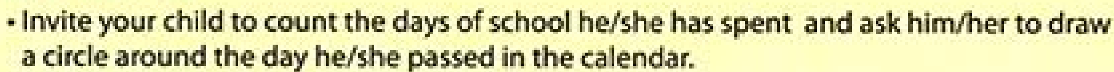




27 is 1 more than 26



Daily Practice:



- Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.
- Let your child recognize components of 10.



Activity 1 Complete the blanks:

Number	10 less	1 less	1 more	10 more
37	____	____	____	____
56	____	____	____	____
62	____	____	____	____
86	____	____	____	____
43	____	____	____	____
90	____	____	____	____
35	____	____	____	____
77	____	____	____	____
50	____	____	____	____
28	____	____	____	____

Parents' Tips:
- Help your child find numbers which are 10 more than and 10 less than a given number.



Activity 2 **Observe the number of crayons in the box, then answer:**

Example

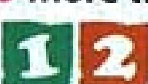


- How many crayons are there in 2 boxes? 20
- How many crayons are there in 4 boxes? ☐
- How many crayons are there in 7 boxes? ☐

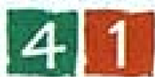
Activity 3 **Match:**

A number that is
10 more than




A number that is
1 less than




A number that is
1 less than






I learned



- How to identify 1 more and 1 less than a number.
- How to identify 10 more and 10 less than a number.





Adding two-digit number and one-digit number

To add 25 and 4

70	44	25	92	36
+ 8	+ 3	+ 4	+ 4	+ 2
78	47	29	96	38

Tens | Ones

We start by adding the ones digit, then we write the tens digit as the same.



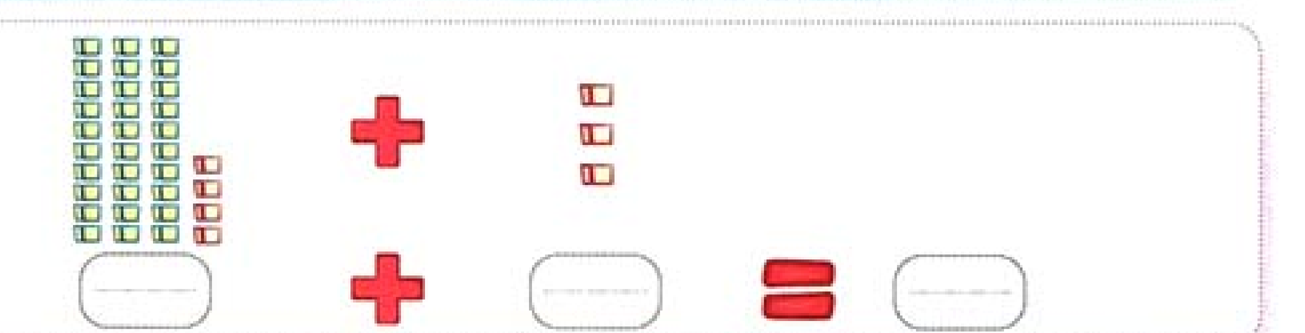
Daily Practice:
- Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.
- Help your child add two-digit numbers.

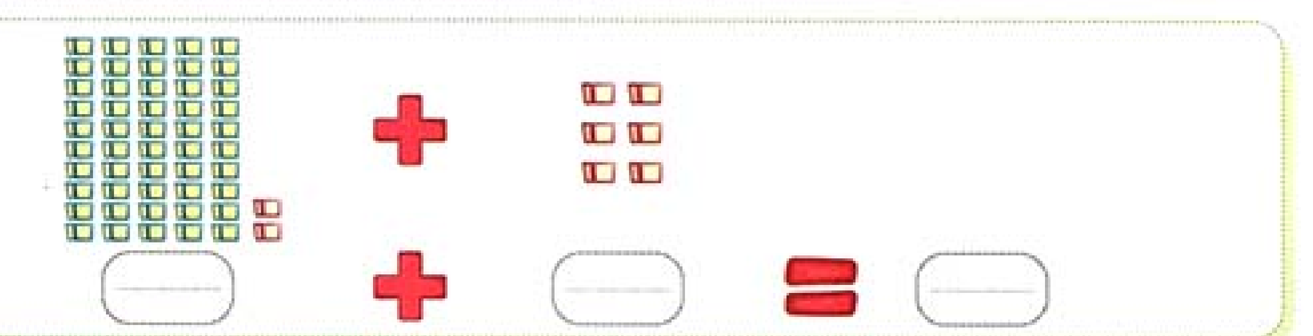
Key words:
One-digit number - Two-digit number





Activity 1 Count by tens and ones, then find the result:

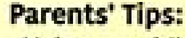




Activity 2 Find the result:

23 + 5 = ...	62 + 6 = ...
34 + 3 = ...	71 + 8 = ...
7 + 41 = ...	44 + 4 = ...
8 + 50 = ...	82 + 5 = ...





Parents' Tips:

- Help your child count by tens and ones to find the sum of two numbers.

Activity 3 Complete the missing:

21 + ... = 28

43 + ... = 47

.... + 52 = 58

.... + 63 = 69

.... + 37 = 38

.... + 46 = 49

35 + ... = 37

82 + ... = 88

Activity 4 Find the result:

18 + 1	24 + 5	32 + 6	41 + 7
....	....	....	....

53 + 2	65 + 3	74 + 4	81 + 8
....	....	....	....

Activity 5 Find the missing digit:

Example

$$\begin{array}{r} 35 \\ +\ 4 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 5\square \\ +\ 7 \\ \hline 58 \end{array} \qquad \begin{array}{r} \square 3 \\ +\ 5 \\ \hline 68 \end{array} \qquad \begin{array}{r} 72 \\ +\ \square \\ \hline 77 \end{array}$$



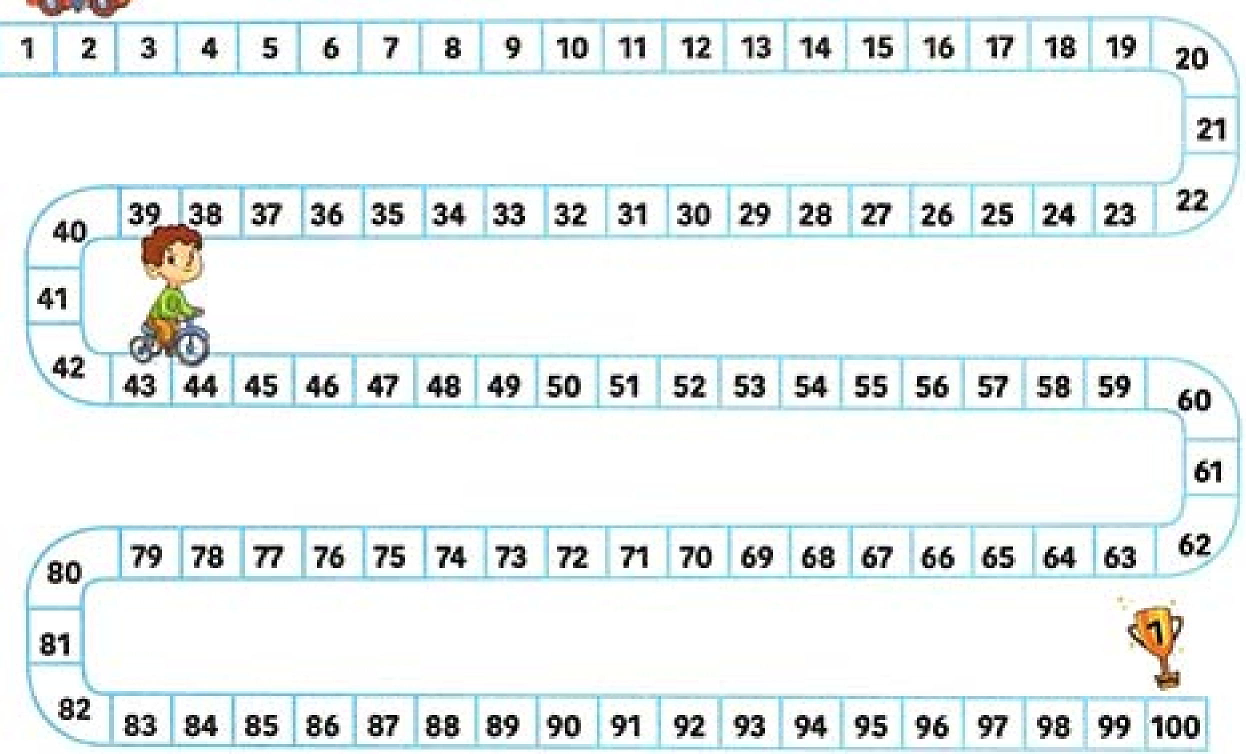
Parents' Tips:

• Help your child discover the missing digit in each addition operation.



Activity 6 Observe the race and answer, then color the square of the result:





Start with 13 and add 5 the result is ....

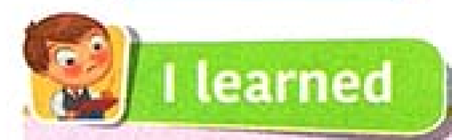
Start with 19 and add 6 the result is ....

Start with 9 and add 3 the result is ....

Start with 60 and add 5 the result is ....

Start with 71 and add 8 the result is ....

Start with 52 and add 7 the result is ....





- How to add two-digit number and one digit number.





(A) Adding 2-digit numbers



First : Add the ones digits (2 + 1 = 3)

Second : Add the tens digits (4 + 5 = 9)

Activity 1 Add:







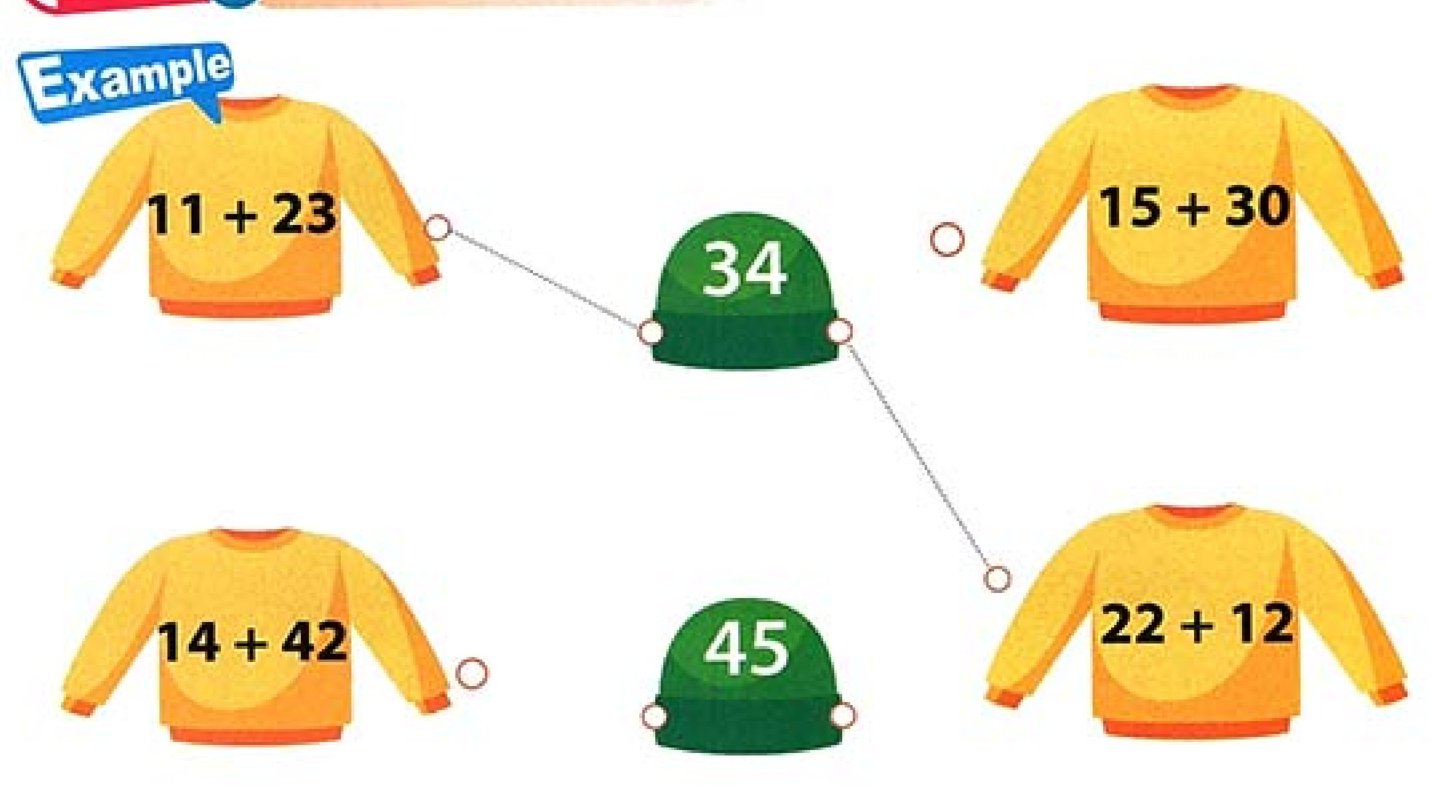


Daily Practice:

- Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.
- Help your child add two-digit numbers.



Activity 2 Add, then match:















Parents' Tips:

- Invite your child to solve some problems about addition of two-digit numbers.

Activity 3 **Add to find the letters that spell out the hidden word, then write it:**

B	P	G	C
25 + 31	36 + 40	46 + 32	13 + 63
....	....	....	....

E	D	L	y
71 + 10	18 + 71	44 + 52	39 + 20
....	....	....	....

R	U	S	T
11 + 83	87 + 12	75 + 23	83 + 12
....	....	....	....

81	78	59	76	95
E				

The hidden word is ....



Parents' Tips:
- Ensure that your child can solve addition problems of two-digit numbers easily.



Find the result of each addition problem, then color in the hundred chart according to the key:



COLOR IN BLUE

20 + 2 = ☐ 3 + 10 = ☐ 14 + 25 = ☐ 23 + 24 = ☐

12 + 14 = ☐ 13 + 25 = ☐ 5 + 10 = ☐ 16 + 32 = ☐



COLOR IN RED

Example

10 + 2 = 12

12 + 25 = ☐

4 + 36 = ☐

24 + 25 = ☐

15 + 14 = ☐

4 + 10 = ☐

13 + 15 = ☐

40 + 50 = ☐

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

COLOR IN GREEN

45 + 43 = ☐ 52 + 23 = ☐ 16 + 43 = ☐

32 + 37 = ☐ 37 + 52 = ☐ 44 + 53 = ☐





(B) Adding multiples of 10 to 2-digit numbers



To add a multiple of 10 to a 2-digit number

First : write the ones digit of the number as the same $(4 + 0 = 4)$

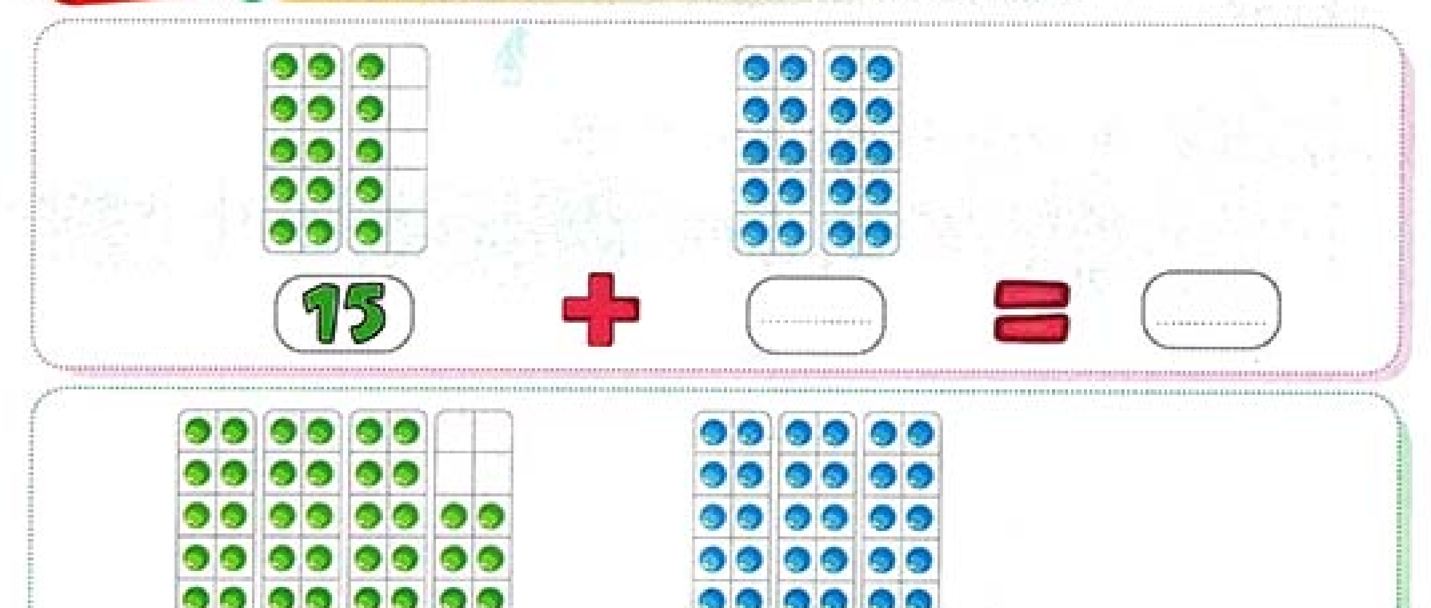
Second: Add the tens digits $(2 + 1 = 3)$

	Tens	Ones
	2	4
+	1	0
	3	4

Note that

To add any number to zero the result will be the same number.

Activity 5 Complete the missing numbers, then add:



Daily Practice:

- Invite your child to count the days of school he/she has spent and ask him/ her to draw a circle around the day he/she passed in the calendar.
- Help your child to add 2-digit numbers to multiples of 10.





Activity 6 Add then color the result of the following in the 100 chart:

- Move from the number 21 downward 3 ranks that means
21 + 30 = ☐

- Move 2 ranks from 34 downward that means
34 + 20 = ☐

- Move 4 ranks downward from the number 45 that means
45 + 40 = ☐

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Activity 7 Complete the missing numbers:

43 + 20 = ...

40 + 24 = ...

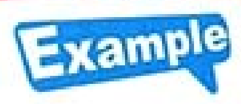
31 + ... = 61

66 + ... = 86

.... + 82 = 92

.... + 30 = 73

Parents' Tips:
- Let your child know how to add multiples of 10 to a 2-digit number.



Add, then match:

Example

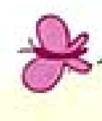
45 + 10 = 55	72
42 + 30 = ____	93
37 + 50 = ____	55
23 + 70 = ____	87



I learned



- How to add two-digit numbers.
- How to add multiples of 10 to 2-digit numbers.







(A) Number sequence

We can write a group of numbers as a sequence.

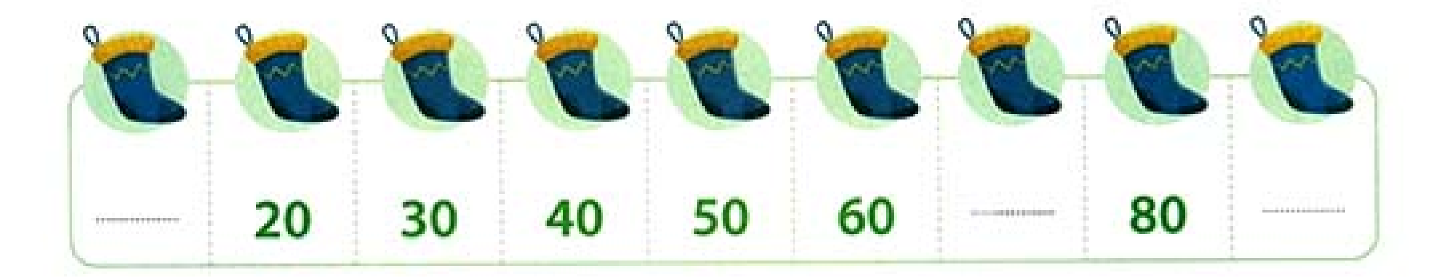


1	2	3	4	5	6	7	8	9	10
10	20	30	40	50	60	70	80	90	100
15	18	21	24	27	30	33	36	39	42

Activity 1 Fill in the missing numbers to make each sequence:



30	....	36	....	42	....	48	51	54



....	20	30	40	50	60	....	80	....



90	....	88	....	86	85	....	83	82



Daily Practice:

- Invite your child to count the days of school he/she has spent and ask him/ her to draw a circle around the day he/she passed in the calendar.
- Help your child to form a pattern.





Fill in the missing numbers, count by tens going up or down and count by ones going across:

Example

11	12	13	14	15
		23		
		33		
		43		
	52	53	54	55
		63		

		57
		77
	86		

			44
51			
		63	
81			

			18	
25				
			38	
		47		49



Parents' Tips:

- Help your child complete some sequences of numbers using the 100 hundred chart by finding 1 less, 1 more, 10 less and 10 more.





Activity 3 Complete the missing numbers:

Example

	10 less	
	16	
1 less 25	26	27 1 more
	36	
	10 more	

	10 less	
	70	
1 less 79		81 1 more
	90	
	10 more	

	10 less	
	41	
1 less 50		1 more
	61	
	10 more	

	10 less	
	28	
1 less		39 1 more
	48	
	10 more	

	10 less	
	62	
1 less 71		1 more
	82	
	10 more	

	10 less	
	7	
1 less		18 1 more
	27	
	10 more	


Parents' Tips:

- Help your child complete some sequences of numbers using the hundred chart by finding 1 less, 1 more, 10 less and 10 more.





(B) The value and the place value



Activity 4 Complete:











Daily Practice:
- Give your child a two-digit number and ask him/her to write each digit in its place (tens or ones).

Key words:
Value - Place value





Activity 5 **Write the value of each digit in the following numbers:**

Example

50 5
55

11

82

74

29

62

40

98

37

Parents' Tips:

- Give your child a number of two-digit numbers and ask him/her to write the value of each digit for each number.



Activity 6 **Write all the different two digit-numbers using the three numbers given in each of the following:**

Example

3 9 4

39 93 43
34 94 49

5 2 7

6 3 5

7 3 4

2 1 8

1 6 8

2 9 5



I learned



- How to create a number sequence.
- How to determine the value and the place value.
- How to decompose the 2-digit number into tens and ones.





Lessons 117&118

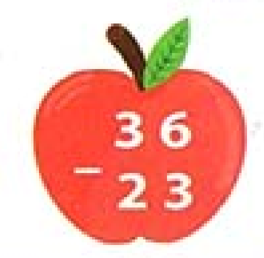
(A) Subtracting two-digit numbers



First : Subtract ones digits (9 – 4 = 5)

Second : Subtract tens digits (6 – 1 = 5)

Activity 1 **Subtract the two-digit numbers, then circle the correct answer:**



13 69 32



24 18 14



27 25 56



30 24 66



20 73 60



22 77 11



Daily Practice:

- Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.







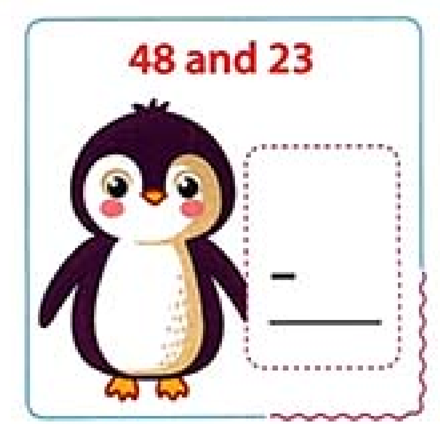
Activity 2 Write the subtraction problems in the boxes, then solve:

Example 85 and 62

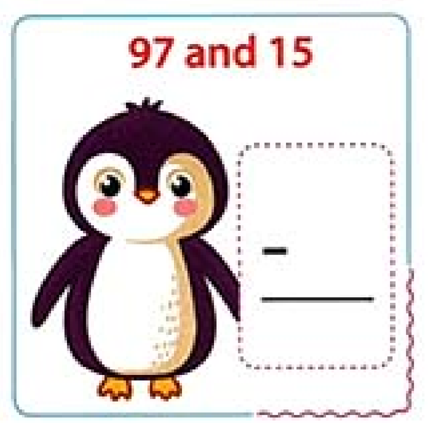


$$\begin{array}{r} 85 \\ -\ 62 \\ \hline 23 \end{array}$$

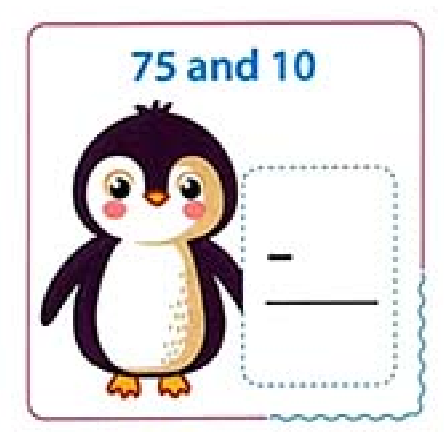
48 and 23



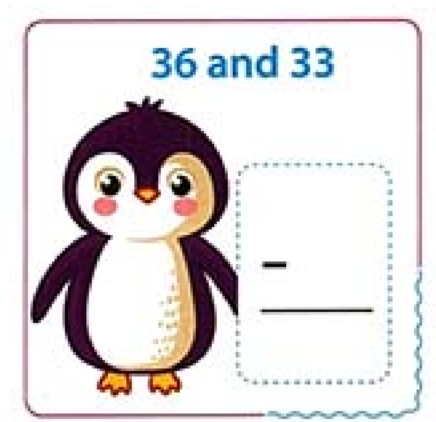
97 and 15



75 and 10



36 and 33



74 and 62



Activity 3 Find the result:

19 – 17 = ...

17 – 11 = ...

52 – 32 = ...

86 – 25 = ...

78 – 54 = ...

55 – 24 = ...

45 – 23 = ...

56 – 12 = ...

74 – 31 = ...

88 – 35 = ...



Parents' Tips:

- Ensure that your child can write the subtraction sentences between two-digit numbers.





(B) Subtracting multiples of 10 from two-digit numbers

TO SUBTRACT 20 FROM 42



To subtract a multiple of 10 from a 2-digit number

First : Write the ones digit of the number as the same (2 – 0 = 2)

Second : Subtract the tens digit (4 – 2 = 2)

	Tens	Ones
	4	2
–	2	0
	2	2

Note that

When we subtract zero from any number the result will be the same number.

Activity 4 **Subtract:**

36 − 10 = ...	58 − 30 = ...	82 − 50 = ...	96 − 80 = ...

23 – 20 = ...

70 – 40 = ...

48 – 10 = ...

68 – 60 = ...

Daily Practice:

- Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the hundred chart.

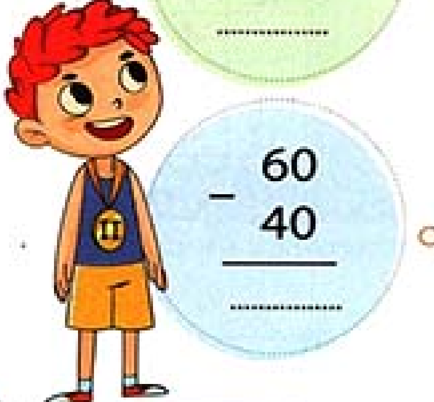


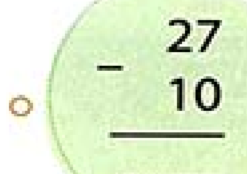


Activity 5 **Find the difference, then match the equal results:**

Example

56 − 20 = 36	82 − 30 = ...
98 − 70 = ...	96 − 60 = 36
87 − 70 = ...	90 − 70 = ...
72 − 20 = ...	48 − 20 = ...
60 − 40 = ...	27 − 10 = ...







I learned

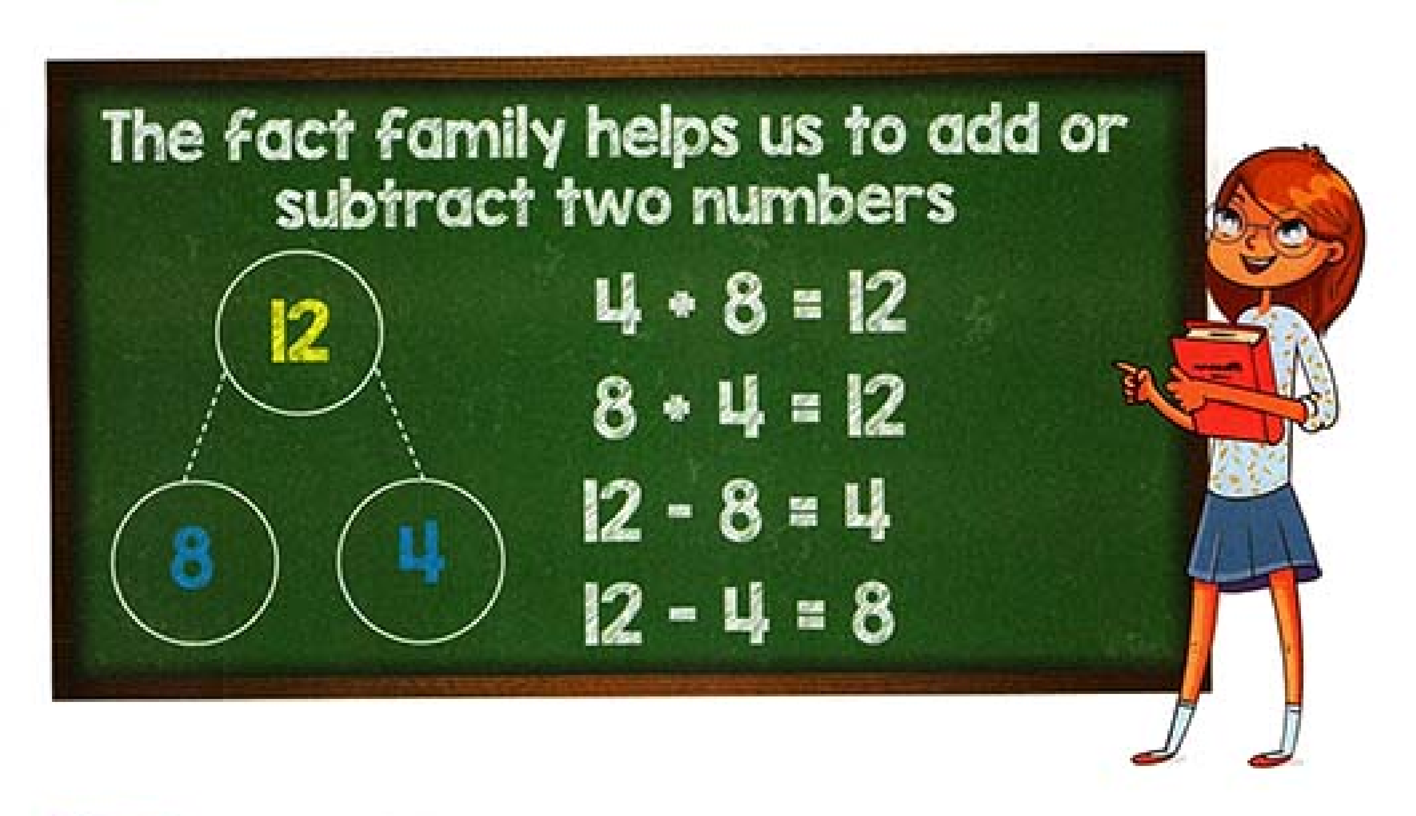
- How to subtract 2-digit numbers.
- How to subtract multiples of 10 from 2-digit numbers.



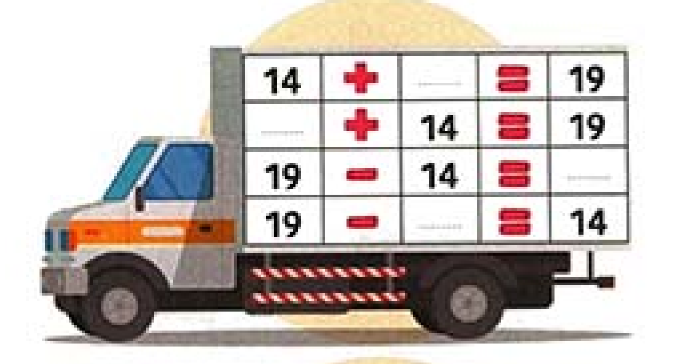




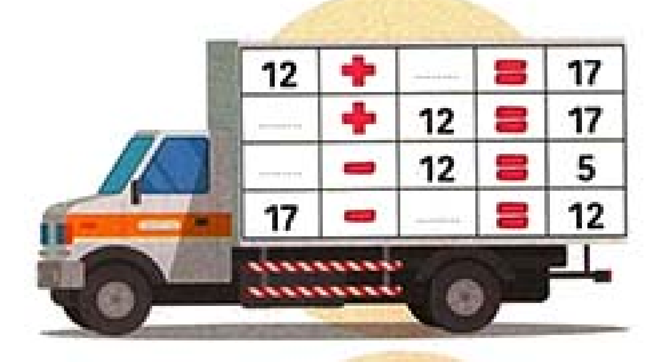
The relationship between addition and subtraction



Activity 1 Determine the missing numbers:



14	+	......	=	19
......	+	14	=	19
19	−	14	=	......
19	−	......	=	14

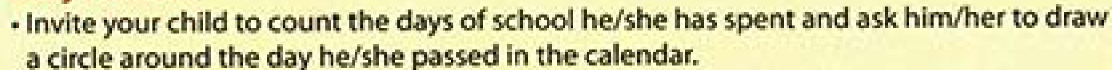


12	+	......	=	17
......	+	12	=	17
......	−	12	=	5
17	−	......	=	12

......	+	13	=	16
3	+	......	=	16
16	−	13	=	......
16	−	......	=	13

11	+	......	=	18
......	+	11	=	18
18	−	11	=	......
18	−	......	=	11

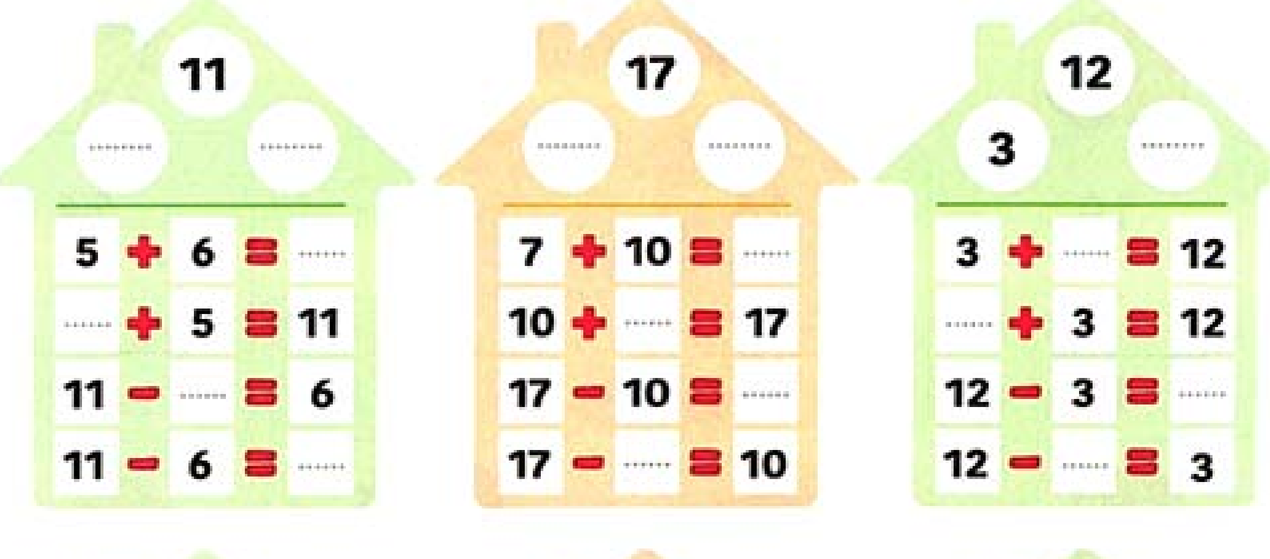

Daily Practice:



- Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.
- Let your child recognize components of 10.



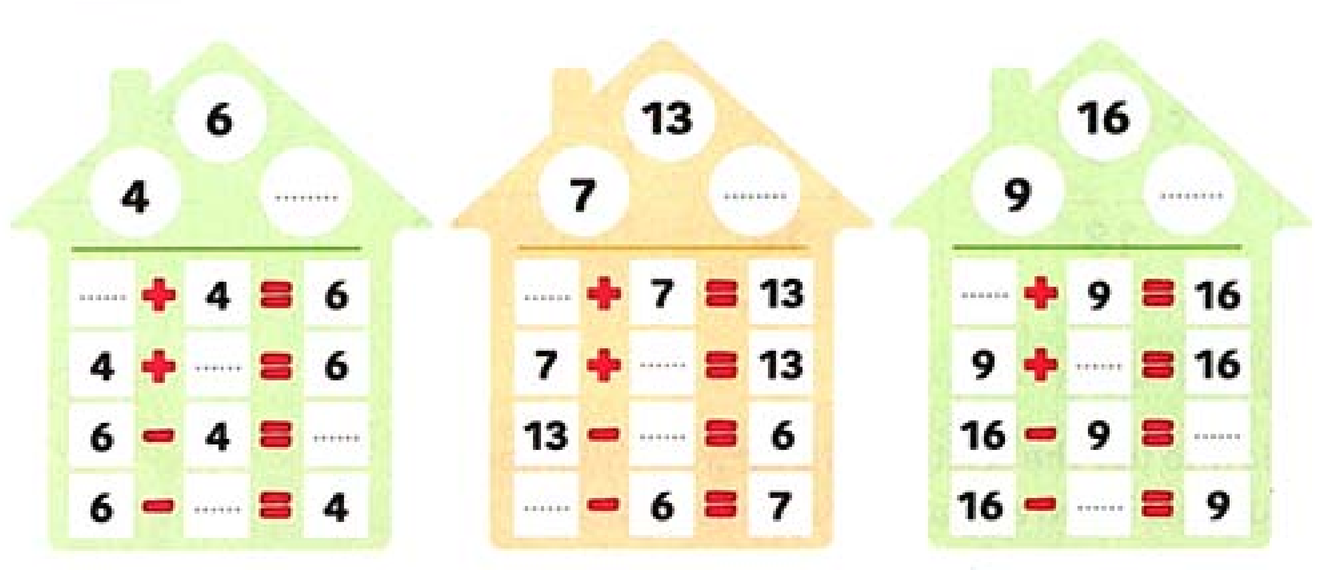
Activity 2 Complete the missing numbers in the following fact families:



......
7 8
...... + 7 = 15
7 + ... = 15
15 − 8 = ...
15 − ...... = 8

14
...... 6
...... + 6 = 14
6 + ... = 14
14 − 6 = ...
14 − ...... = 6

......
5 4
5 + 4 = ...
...... + 5 = 9
9 − ...... = 5
9 − ...... = 4





Parents' Tips:
- Let your child find the missing numbers using fact family.



Activity 3 **Complete to find the unknown quantity:**









$19 - 8 = 11$	$16 - \dots = 13$	$17 - \dots = 3$	$14 - \dots = 7$







$10 + \dots = 15$	$12 - \dots = 10$	$18 - 8 = \dots$	$9 + \dots = 17$









$\dots + 9 = 18$	$\dots + 3 = 10$	$15 + \dots = 19$	$10 + 5 = \dots$



I learned



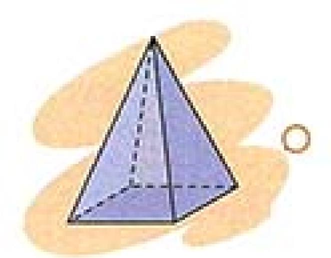
- How to use the relationship between addition and subtraction to add and subtract easily .



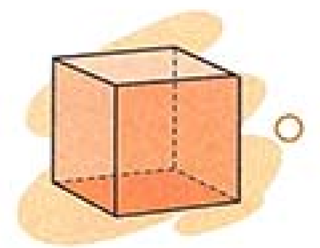


Revision

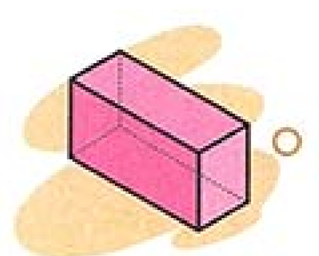
Activity 1 **Join each figure with the shape related to it:**



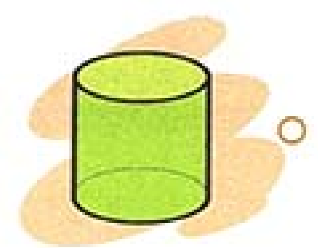




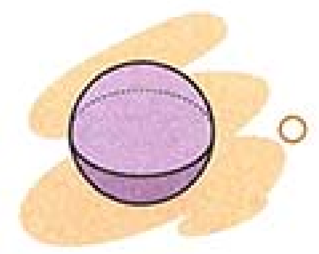


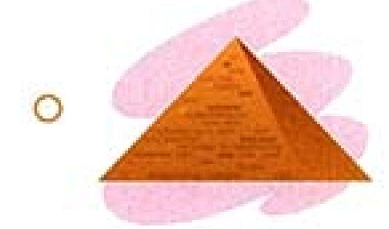














Daily Practice:

- Invite your child to count the days of school he/she has been and ask him/her to draw a circle around the day he/she passed in the calendar
- Let your child discover the objects that represent 3D shapes in our environment.



Activity 2 How much change will each customer get back?

Hany has



His drink costs:



L.E. 20

What will his change be?

______



Hanan has



Her ice cream costs:



L.E. 13

What will her change be?

______



Nada has



Her ball costs:



L.E. 80

What will her change be?

______



Ola has



Her sandwich costs:



L.E. 32

What will her change be?

______





Parents' Tips:

- Ensure that your child has learned the concept of change money and how to use money for buying and selling in our daily life.

Activity 3 **Observe the child daily activities and write the number of each picture according to the given activities:**













1. go home
2. have lunch
3. have breakfast
4. have dinner
5. take a bath

6. wake up

7. watch TV
8. go to bed
9. go to school
10. read a story
11. do homework
12. play football

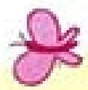












Parents' Tips:
- Ensure that your child has learned how to tell time, how to write time and how to know the times of daily activities.



Activity 4 Complete:



Example

Amir is the 1st to the right of Ali.

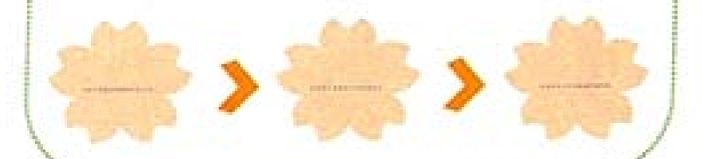
1. Hana is the __________ to the right of Salma.
2. Youssef is the __________ to the right of Hana.
3. Salma is the __________ to the left of Nora.
4. Nora is the __________ to the right of Amir.
5. Amir is the __________ to the left of Youssef.
6. Ali is the __________ to the left of Omar.
7. Omar is the __________ to the right of Amir.

Parents' Tips:

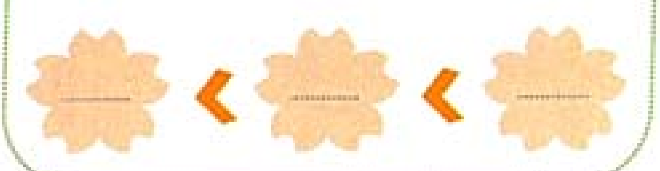
- Let your child complete the activity using ordinal numbers.

Activity 5 Order the numbers:

17 , 20 , 13



48 , 38 , 58



91 , 90 , 99



30 , 80 , 70



Activity 6 Color the correct word:



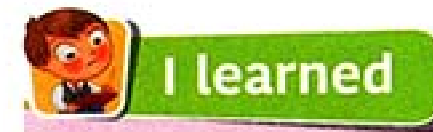




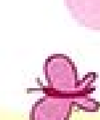
in | out



up | down



- How to solve problems about:
  1. Shapes and solids
  2. Compare and order numbers
  3. Money
  4. Ordinal numbers
  5. Time
  6. Positions of objects
- How to find a number (1 less, 1 more, 10 less, and 10 more) than a number.







General Activities on Chapter





100 Days of school

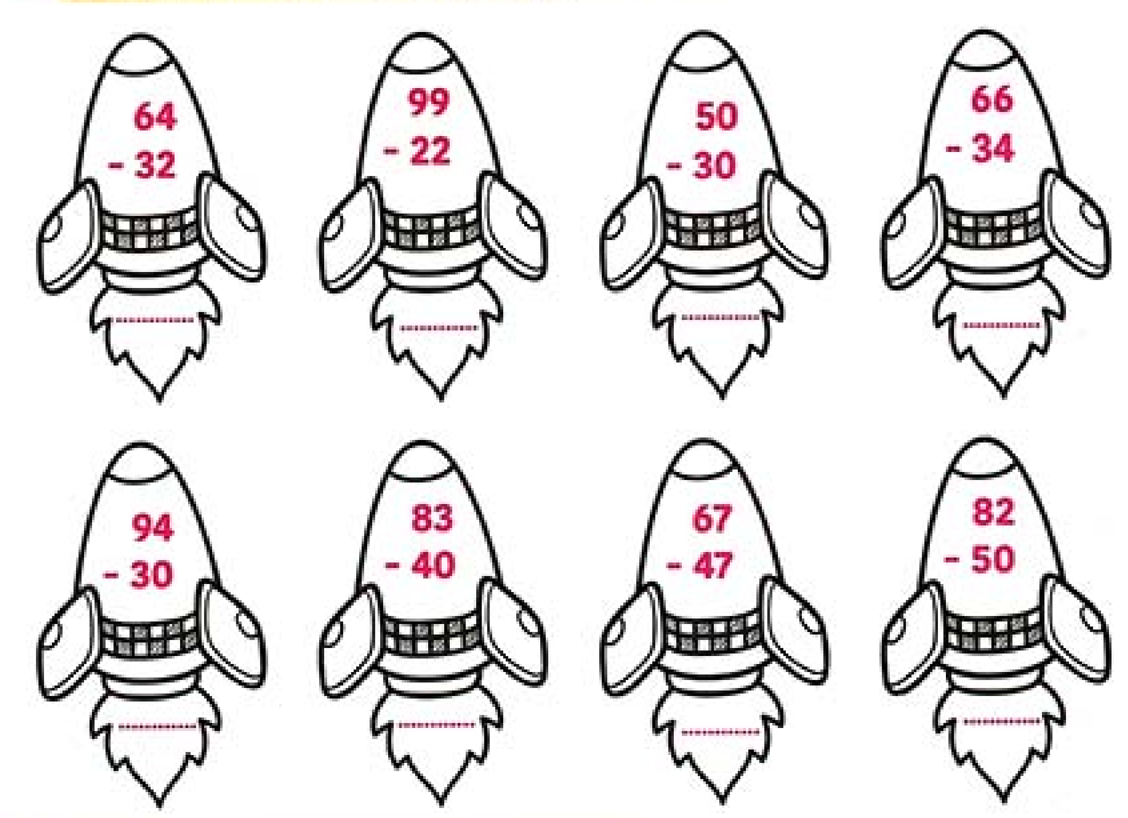
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



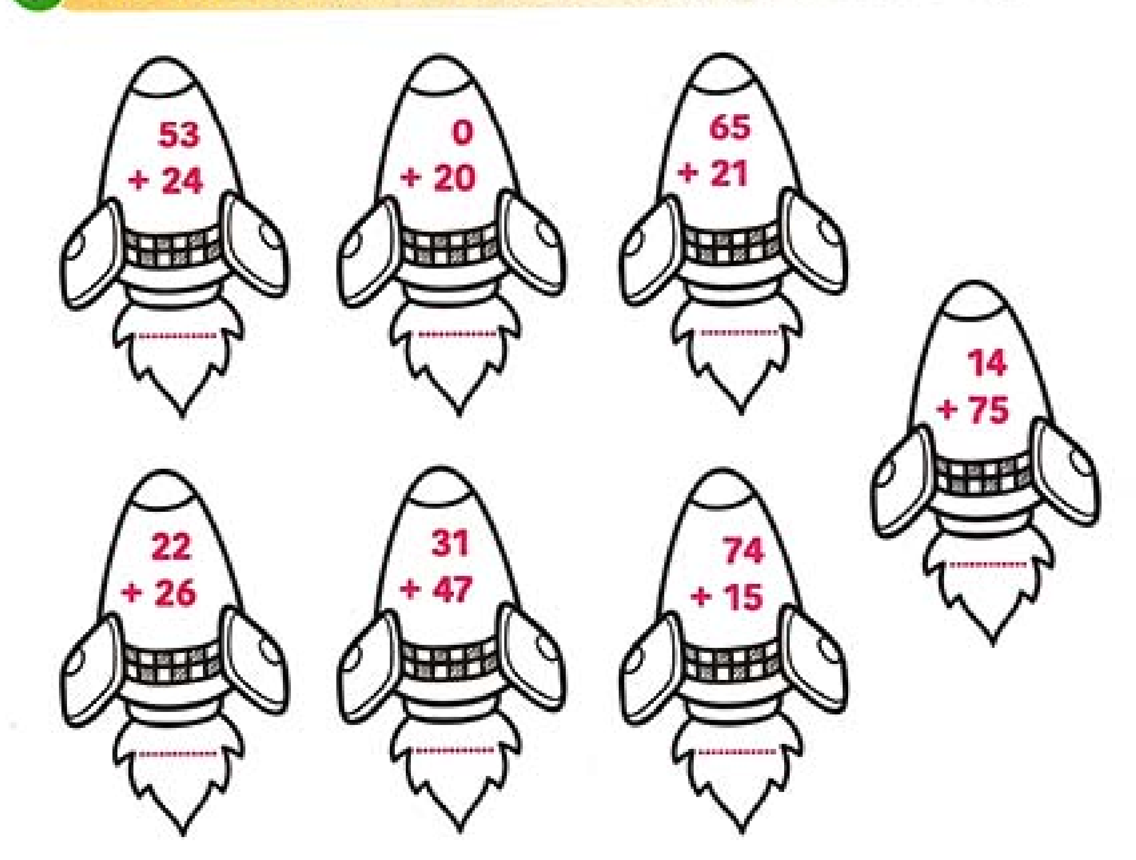
Green	Yellow	Blue
2 Tens , 8 Ones	2 Tens , 4 Ones	2 Tens , 2 Ones
2 Tens , 9 Ones	2 Tens , 5 Ones	3 Tens , 5 Ones
6 Tens , 0 Ones	7 Tens , 6 Ones	4 Tens , 7 Ones
3 Tens , 8 Ones	3 Tens , 4 Ones	5 Tens , 2 Ones
4 Tens , 0 Ones	9 Tens , 6 Ones	6 Tens , 2 Ones
5 Tens , 8 Ones	4 Tens , 4 Ones	8 Tens , 0 Ones



2 **Find the difference of each two numbers, then color according to the color key:**



3 **Find the sum, then color according to the color key:**





























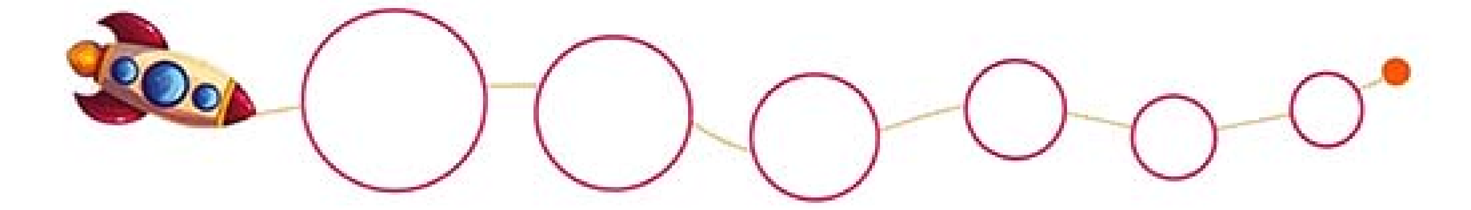






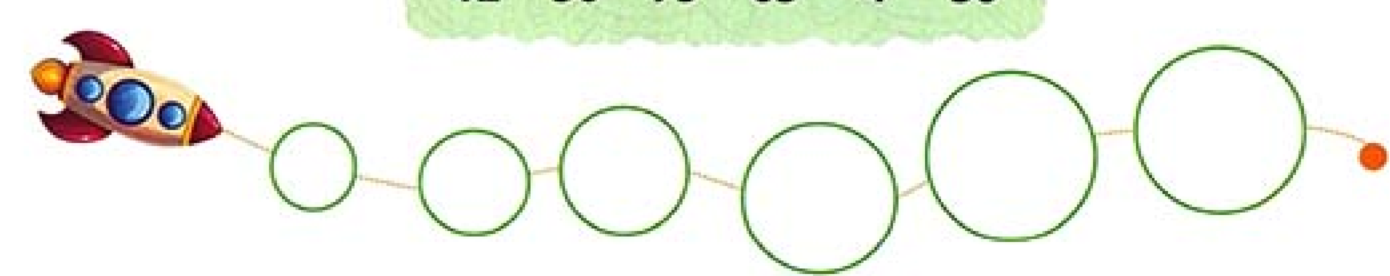
4 **Rewrite the following numbers from the greatest to the smallest:**

82 96 28 74 80 63



- **Rewrite the following numbers from the smallest to the greatest:**

12 56 75 65 4 30



5 **Fill in the numbers to complete each number sentence:**

Example

23 = 20 + 3

48 = 40 + ...

68 = ... + 8

.... = 90 + 1

.... = 70 + 9

17 = ... + ...